



YEAR 8

CURRICULUM GUIDE 18/19

CRAMLINGTON
LEARNING VILLAGE



WHERE THE ART OF TEACHING MEETS THE SCIENCE OF LEARNING

WELCOME TO YEAR 8

This booklet aims to provide you with a concise guide to the work your child will undertake in each subject area this year. Subject areas have provided a summary of the topics covered term by term and also indicated ways in which you can help and support your child at home.

We hope that you will find the information useful and if you have any further questions feel free to contact the relevant Head of Department.

ART

WINTER TERM

In the first term of Year 8 students will begin a project inspired by topical environment issues. They will begin by developing their observation drawing skills through a series of studies based on Sugar tax, Energy Drinks and Pollution and the War on plastics. The aim of this project is to understand that art often has a wider meaning, commenting on the world around us and how powerful it can be used as a form of expression and social commentary. Students will be introduced to Photography as a creative medium and will then manipulate their imagery using digital technology. The resulting work will then form the basis for an advanced module on colour and paint handling skills as the students put into practise their skills to produce a range of complex studies and a final 2D outcome.

SPRING TERM

Students will continue with their Environment project until half term as they focus on completing their final outcomes. After the half term, they will be introduced to a new topic exploring their favourite films and books. They will produce their own sketchbooks and delve into the research side of this project, collecting the imagery they will need to fully show off their passion for their chosen genre. They will complete a range of studies using both dry and wet media and will spend some time looking at career pathways in the creative arts.

SUMMER TERM

Students will continue their sketchbook work investigating and exploring art, objects and themes in their Film/Book project. They will plan, design and make a 3D model or sculpture using a small matchbox as their starting point, which portrays their film or book. They will complete design ideas and have an opportunity to evaluate their project as it progresses into a very small but well thought out final matchstick film set.

HOW YOU CAN SUPPORT YOUR CHILD:

- Parents can help support students at home by: getting involved with the home learning tasks that are set once a fortnight. Students could discuss with parents the success criteria for that home learning tasks and plan how they might reach them. Students should also get parents to give them feedback on their work, as it is always useful to have a second opinion!
- Parents can also support students at home by encouraging them to watch TV programmes about art and taking them to galleries and museums in their free time.

WINTER TERM

Term 1 for Year 8 sees students tackling either:

- Motivata Couch Potata (devising their own fitness video and music to accompany)
- Create Will Rock You (Musical delivery)
- Superbands (creating a band identity with marketing to match)

SPRING TERM

Term 2 for Year 8 sees students tackling either:

- Motivata Couch Potata (devising their own fitness video and music to accompany)
- Dahlimation (interpreting Roald Dahl's Revolting Rhymes using the skills of animation)
- Horrible Music Histories (Studying composers lives and presenting a documentary episode)

SUMMER TERM

A choice of Term 3 route:

- 'What Would Music Look Like` (A visual interpretation of sound using music and animation skills)
- Flashmob (a live public performance, choreographed by the students and focuses on their chosen charity)
- Film Music (studying music for film and composing their own)

ENGLISH

WINTER TERM

This term each class will study a range of War poetry, followed by a War based or classic novel. Learners will be asked to consider whether anything good has ever come about as a result of war throughout the poetry. They will also explore use of language and imagery in the poems and investigate plot, character development and themes through the novel. Pupils will undergo a range of writing tasks such as a letter from the trenches, a poem and a newspaper report about events in their class novel. As in year 7, learners will complete two Key Assessments, one at the end of each half term; a newspaper report about an event within war or their war novel and a PEE paragraph analysis of a studied poem. Levels will be given to pupils, as well as being recorded on a central data base, which will inform review data. Students will also be given target areas to improve for the next half term.

SPRING TERM

Throughout the spring term, students will be exposed to non-fiction media and will be using both reading skills and writing skills to analyse and recreate media texts. The first key assessment will be focusing on inference and deduction of articles in the media from the 19th, 20th and 21st century and the second key assessment will be review writing, with the focus being the exploration of editorials and restaurant reviews. Levels will be given to students and will be reflected upon in class, as well as used to inform termly data review.

SUMMER TERM

During the summer term, students will begin a Shakespeare module, where learners will be studying a whole play and exploring scenes focusing on character representation and language use. This scheme of work will be followed by Narrative Writing, where pupils will focus on the skill of third person narrative voice and creating a sense of mood and atmosphere. Both of these modules are in preparation for the transition over to year 9. Learners will complete two Key Assessments, one at the end of each half term; an analytical piece of writing, focusing on language in a range of key scenes and their own third person narrative. Again levels will be given to pupils, as well as being recorded on a central database, which will inform review data.

HOW YOU CAN SUPPORT YOUR CHILD:

- Please encourage your son or daughter to read as much as possible in his or her own time. This does not just have to be restricted to novels: to engage the interest of reluctant readers, why not try non-fiction such as autobiography or information texts on a topic your son or daughter enjoys?
- Each pupil has an Accelerated Reading book and reading log that must be filled in on a weekly basis. Students should have their Accelerated Reading book with them when in school. Parents should also ensure that their children are equipped with basic equipment such as pens, pencils and planner (the 3 Ps).

WINTER TERM

Students start Year 8 by studying the topic of hobbies. This will include talking about sports and other pastimes. Students will continue to build their vocabulary to be able to give opinions and use connectives to begin to write longer sentences in French. Students will also continue the focus on grammar, including past tense, and how this helps to shape the language they are learning.

SPRING TERM

In this term students will look at places in town, directions and how to interact in shops in France. We will focus on building confidence in speaking and role plays and scenarios will play a big part in the teaching and learning. Secondly, students will do work around the French book *Le Petit Prince*. This module looks at the cultural aspects of the book. Students will focus on the *Petit Prince* theme park, menus, advertisements, the film and translation skills, on which they will be assessed.

SUMMER TERM

In the first part of this term, students will focus on French fashion and the imperfect tense. They will end the year by completing a project based on any aspect of France or a Francophone country allowing students to involve their own interests into their language studies.

HOW YOU CAN SUPPORT YOUR CHILD:

- Students often have no-one with whom they can practise spellings or speaking presentations. Even if you can't understand everything, spending time listening to your child speaking French is invaluable. Better still, ask your child to teach you some useful French that they have been learning.

HUMANITIES

WINTER TERM

Were the Tudors really powerful? Students in this unit inquire into the impacts of political and religious upheaval on England and the rest of the British Isles. There are opportunities to delve into the nature of power and authority using their skills of historical enquiry and present their findings and explanations about the past in a coherent, structured and substantiated way.

SPRING TERM

Why is Brazil not at the top of the tree? In this unit, students will learn about Brazil, considering what human and physical features Brazil has to offer, including a study of the favelas and Amazon Rainforest in order to make an informed judgement as to why some people may argue that Brazil is not at the top of the tree (economically, socially etc.). They will also learn about Brazilian culture, comparing it to our own.

What can Islam teach the World? This unit engages learners to consider the religious and theological teachings of Islam in order that we approach the wider societal issues of Islamophobia in a mature and thoughtful context. Learners have the opportunity to explore the diversity and commonality between Islam and Christianity.

SUMMER TERM

Should we be proud of our past? In this unit learners develop a strong sense of Britain's Imperial past, both its glories and its part played in the Trans-Atlantic Slave trade of African peoples. Learners explore the people who helped to forge the British Empire, the benefits and consequences for Britain before launching into an in-depth Enquiry into the slave trade.

HOW YOU CAN SUPPORT YOUR CHILD:

- As a parent you are able to help through checking over your child's work and identifying any literacy mistakes. You should also encourage students to use different forms of research for example, reading the newspapers or visiting the library. This will allow them to express a range of ideas and opinions in their work and gain a deeper understanding of the topic.

MATHEMATICS

WINTER TERM

Half Term 1: In Unit 1, students will focus predominantly on prime numbers and prime factorisation in lessons, building upon prior learning of factors and multiples in Year 7. Students consolidate their numerical and mathematical capability and extend their understanding of the number system and place value to include decimals, fractions, powers and roots. In Unit 2, students will learn to move freely between different numerical representations [for example, equivalent fractions, fractions and decimals]. Students will also develop their ability to select and use appropriate calculation strategies to solve increasingly complex problems.

Half Term 2: Unit 3 concentrates on extending and building upon students' prior knowledge of positive and negative numbers. Students will develop fluency with applying the four operations to positive and negative integers. In Unit 4, students will explore the connections between number relationships and their algebraic representations. Students will begin to model situations mathematically using variables and equations and be able to manipulate these to solve problems.

SPRING TERM

Half Term 3: Students will begin to develop their reasoning skills in geometry. In Year 7, students learned how about types of angles, triangles and quadrilaterals. In Year 8, this knowledge is consolidated through sketching, describing and accurately constructing shapes. Students will also become fluent in the use of conventional terms and notations to label and name shapes, their angles and their sides. They will build upon their previous learning by applying angle and shape properties to solve problems involving perimeter and area, and also give reasons for answers using the appropriate mathematical vocabulary. Students will also be introduced to parallelograms and trapezia during the spring half term.

Half Term 4: Half term 4 is all about ratio, percentages and mathematical relationships. Students will begin to extend and formalise their existing knowledge of ratio and proportion by working with measures. They will also develop their use of mathematical knowledge to interpret and solve increasingly complex problems, including financial mathematics. They will understand that a multiplicative relationship between two quantities can be expressed as a ratio or fraction and also being to understand the links between ratios and fractions. In the latter part of the spring term, students will look at how to solve problems involving percentage change, increase and decrease and also how to find the original value of an item after a change. Finally, students will develop their understanding of compound units such as speed and density to solve problems.

MATHEMATICS

SUMMER TERM

Half Term 5: Students will begin the summer term by rounding numbers and measures to an appropriate degree of accuracy, including decimal places and significant figures. This will then be applied to estimate the answers to more difficult problems. Students will be encouraged to see why these tools are useful for giving answers and for checking answers worked out using written methods or on a calculator are reasonable. They will also develop an appreciation for how estimation can affect the magnitude of answers and also be able to calculate the possible resulting errors using inequality notation. Students will then move back to geometry with a specific focus on circumference and area of circles and also building upon prior learning to include finding the area of composite shapes. They will also investigate the properties of 3-D shapes including prisms, pyramids, cones and spheres, using their new knowledge of surface area and volume to solve problems in 3-D.

Half Term 6: During the final half term, students will begin to look at the data collection cycle. The content in this half term gives students the opportunity to collect different types of data, record and analyse results and they are also given time to develop it further by reconsidering questions and adding more data. Students will be taught exemplar ways to collect and represent data, and through the discussion of their own projects will explore the ideas of biased data, how different charts can misrepresent or more appropriately present data in the news and advertising, which will further develop their understanding of mathematical representations. Students will describe, interpret and compare observed distributions, discrete and grouped data and will also build upon their prior learning of measures of central tendency and spread (e.g. mean, mode, median, range and the consideration of outliers). Students will also be expected to recognise the differences between bar charts and histograms at this stage, and be able to make links between area and frequency.

HOW YOU CAN SUPPORT YOUR CHILD:

- Show enthusiasm for maths yourself
- Point out the importance of mathematics
- Reinforce their mental maths by testing the times tables
- Make revision cards with formulae for area and volume
- Make sure students always carry the correct equipment; pen, pencil, ruler, rubber and calculator (geometry kit optional)
- A watch is useful in planning how to use time in the exam
- Don't tell your child that you were 'no good' maths in school, this provides an excuse for them not to succeed.

PHYSICAL EDUCATION

During the course of the year the students will participate in a range of different sporting activities.

WINTER TERM

The girls will rotate through the following programme: First half of the year - Hockey, Football, Netball and the boys will rotate through - Gymnastics, Orienteering and Basketball. They will develop their individual skills and, where appropriate, apply them in more competitive situations.

SPRING TERM

The students will continue with their rotations of:

Girls - Hockey, Dance, Gymnastics and Netball

Boys - Rugby, Football and Handball.

SUMMER TERM

The students will continue with their rotations of:

Girls - Athletics and Rounders

Boys - Athletics and Cricket.

By the end of this term, students will have developed both individual skills and tactical awareness. They will have an understanding of how to analyse their own performance and that of others and know how to improve. They will also have experienced a full range of activities that will develop different aspects of their fitness.

HOW YOU CAN SUPPORT YOUR CHILD:

- Make sure students bring PE kit to all lessons
- Encourage students to get involved in the extra-curricular sports programme.

SCIENCE

WINTER TERM

Students in Year 8 continue to have their lessons in all areas of the Science Learning Plaza. They will develop their understanding of Science throughout the year through a variety of modules, all of which build on key concepts that will continue to underpin their experience in Science through KS3 and into KS4. Topics in Year 8 include: Health and The Periodic Table.

SPRING TERM

Energy, Forces and Inheritance. They will develop their understanding of Science throughout the year through a variety of modules, all of which build on key concepts that will continue to underpin their experience in Science through KS3 and into KS4. Topics in Year 8 include: The Periodic Table, Energy and Forces.

SUMMER TERM

Energy, Forces and Inheritance. They will develop their understanding of Science throughout the year through a variety of modules, all of which build on key concepts that will continue to underpin their experience in Science through KS3 and into KS4. Topics in Year 8 include: Forces, Inheritance and Gravity.

HOW YOU CAN SUPPORT YOUR CHILD:

- Highlight and encourage your child to discuss Science issues in the news
- Ask them about their Science at school, they will all be able to discuss investigations they have chosen and carried out and how they have used the facilities in the Plaza during this process.
- Encourage them to explain the new Science they have been learning
- Students with long hair should always bring something to tie back their hair in science!!

THROUGHOUT THE YEAR

In year 8 SECURE, students have the opportunity to choose the subject they study in each of the three terms. Some students will be guided into English, Maths or Literacy and Numeracy at different points throughout the year but will have some choice.

There are 5 different SECURE options:

- English
- ICT
- Literacy/Numeracy (Catch Up)
- Maths
- Spanish

TECHNOLOGY

WINTER TERM

In the first term in Design Technology students will work on two Enquiry Challenges.

For the first students will design a `trade show display`:

The first challenge will be based on sustainable fashion. Students will be required to research the environmental impact of `throw away fashion`. Having completed some research, they will design and make a trade show display that advertises a high street shop's new range of sustainable clothing.

The second enquiry challenge is also based upon sustainability; however, in a very different context. Students will explore a range of structures to determine what makes a safe and reliable building. They will do this through exploring the exciting theme and context we have set this work in. The challenge will be to create a building that can stand on very uneven or complicated terrain.

SPRING TERM

During the spring term students will be continuing to work on a range of Technology Challenges that involve investigations into a range of materials and associated processes. The work will be set within the context of designing and making and there will be an emphasis on innovation. Home learning booklets are issued separately and students have a choice of activities.

SUMMER TERM

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HOW YOU CAN SUPPORT YOUR CHILD:

- Assist with the homework plan for the project
- Assist students in research
- Discuss how technology has changed since you were a child



