



# YEAR 8

## CURRICULUM GUIDE 21/22

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**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. Subjects 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 the theme of 'Our Town'. They will begin by completing research into the local area and the history, culture and development of Cramlington as a town. They will complete a series of observation drawing skills based on images of the local area from the past and present. The aim of this project is to raise awareness of local culture so that students can take pride in their heritage and where they live. 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 a series of mixed media outcomes, as students put into practice their skills.

## SPRING TERM

Students will continue with their Our Town project until half term as they focus on completing their final mixed media outcomes. After the half term, they will be introduced to a new topic exploring 'Endangered Animals'. In this project they will research an animal that is endangered and complete a series of observation drawings, paintings and mixed media pieces. They will then plan and design a 3D animal head and develop this into a sculpture using a range of 3D construction techniques including papier mache, wire and card.

## SUMMER TERM

Students will continue their 3D Endangered Animal project in addition to learning about different artists and movements in their art history lessons. This includes Pop Art, Land Art and Abstract Expressionism.

## 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 task 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

In the first term, students will learn all about e-safety and the hardware that makes up a computer. They will learn the role of each component inside a computer.

Students will then learn a little bit about the history and workings of computing and how they've come to be such an integral part of our everyday life. From Alan Turing building a computer to decrypt German message during the war to Tim Berners-Lee inventing the World Wide Web.

The units studied this term are:

- I'm a Cyber Protection Officer
- I'm a Research Scientist.

## SPRING TERM

During the second term, students will learn graphic creation and editing skills, developing graphics, to promote a new game release. They will then contrast this with the inner workings of a computer, learning the fundamentals of computer Science, including binary, and hexadecimal number bases.

The units studied this term are:

- I'm a Game Designer
- I'm a Computer Scientist.

## SUMMER TERM

During the final term, students will learn more fundamental programming techniques, trying to bridge the gap between block-based programming in Year 7 to line-by-line programming which will serve them well for the start of Year 9.

Additionally, students will begin to learn how networks work, the advantages and disadvantages of working with networks and finally what cyber threats and prevention methods are available.

The units studied this term are:

- I'm a Computer Programmer
- I'm a Network Architect

# CREATE

## 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)

## 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 under go 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).

# FRENCH

## 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.

## WINTER TERM

**HISTORY:** The Tudor Dynasty This module studies the lasting effect the Tudor dynasty has had on England. Beginning with the fall of Richard III at the Battle of Bosworth, students explore how the Tudor monarchs led to religious, social and political changes that continue to be seen to this day. Students also develop source analysis skills and the concept of causation throughout history.

**RELIGIOUS STUDIES:** Can we make sense of suffering? (Buddhism and Sikhism) A study of how suffering presents a problem for theism and the ways in which the beliefs and teachings of Buddhism and Sikhism seek to provide satisfactory answers to questions surrounding why people suffer and how it can be stopped.

## SPRING TERM

**GEOGRAPHY:** Africa: A continent of contrasts. This module explores the physical and human geographical aspects of Africa, highlighting how diverse Africa is as a continent and addressing any misconceptions that students may have. In terms of Africa's physical make up, students will explore its wide range of ecosystems including the savannah grasslands and Sahara desert. Students will then focus upon the concept of development, in which they will explore one of Africa's richest nations- Nigeria. However, students will also be introduced to the concept of poverty and illness including the Ebola epidemic.

**HISTORY:** Empire - Should we be proud of the British Empire? This module explores the British Empire both historically and as a concept. Students will study both the historical events of the British Empire but will also consider the moral and ethical impacts, some of which are still felt today. Students will use case studies to investigate all aspects of the British Empire, before considering whether it can be an entity we are proud of. This module ties well with Africa: a continent of contrasts, offering students a well-round regard of the globe's second biggest continent.

## SUMMER TERM

**RELIGIOUS STUDIES:** Do we need religion in the modern World? A study into what religion actually is and the ways in which the development of Christianity has affected Britain. The development of modern multi-faith societies including the advantages and disadvantages of these will be considered including debates about secularisation and the rise of Humanism. Questions surrounding New Religious Movements social cohesion are also explored.

**GEOGRAPHY:** What is the future of the planet? In this final module, students will explore the topical concept of climate change. Students will firstly be introduced to the causes of climate change to develop an understanding of both a 'natural made' and 'human made' climate change. From this, students will then learn about the various impacts that climate change is set to have on both society and our environment and examine the multitude of opinions and solutions that different stakeholders have on the matter.

# MATHEMATICS

## WINTER TERM

Half Term 1: Year 8 students will build on their learning from Year 7, beginning with work on sequences. They will find and use the  $n$ th term of a linear sequence and explore both linear and non-linear sequences. They will form equations and use both bar models and formal balancing methods to solve them. They will also solve linear inequalities.

Half Term 2: Students will revisit coordinates and use them to represent a linear relationship between two variables graphically. They will build on their work on algebra from Half Term 1 by making connections between graphical and algebraic representations of a linear relationship. They will also build on their knowledge of linear and non-linear sequences from Half Term 1 by looking at graphical representations of linear and non-linear relationships. Students will also develop their understanding of rounding and accuracy by being introduced to rounding to a given number of significant figures.

## SPRING TERM

Half Term 3: Students will begin this half term by revising ratio. They will then combine this knowledge with their learning from Half Term 2 by exploring graphs representing real life scenarios and learning about direct and inverse proportion. This will allow them to solve real life problems such as those involving speed, distance and time.

Half Term 4: Students will be introduced to collection, representation and interpretation of data. They will understand the different types of data and the best ways to present them, as well as how to interpret data using averages. They will also explore relationships between two sets of data by drawing and interpreting scatter graphs.

# MATHEMATICS

## SUMMER TERM

Half Term 5: Students will build on their prior knowledge of angles by finding exterior and interior angles in polygons. They will then apply their knowledge of angles in a real life context using bearings, linking this to their work with coordinates from Half Term 1 as well as loci problems.

Half Term 6: Students will build on their knowledge of area from Year 7 by learning about area and circumference of circles, as well as areas of sectors and compound shapes. They will then describe properties of 3D shapes using the correct mathematical vocabulary, and use their understanding of area to find surface areas and volumes of prisms such as cuboids and cylinders.

## 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

In the current climate, we are following all the advice from the various sports governing bodies and adapting activities accordingly. We are aiming to deliver as varied a programme as possible covering a range of sporting areas, such as hockey, rugby, netball, fitness, badminton, dance, rounders and athletics for the girls and basketball, circuits, table tennis, rugby, football, athletics, cricket and handball for the boys.

## 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.

## WINTER TERM

**Tutor Work:** The first theme for the tutor sessions looks at social relationships. They will look at peer pressure, assertiveness and anti-social behaviour. They will also have some time for chromebook training. They will then look at the theme of Physical Health looking at immunisation, vaccination and the impact of energy drinks.

**Well Being Days:** Their first Well Being Day looks at Healthy Living with their second day being based around prejudice and discrimination.

## SPRING TERM

**Tutor Work:** They will then move on to exploring secure relationships, healthy relationships, gender stereotypes, sexualised behaviour and language. As well as this they will develop their understanding of consent.

**Well Being Days:** Their third Well Being Day looks at the topic of self-esteem with them moving on to thinking about careers and their future in their fourth Well Being Day.

## SUMMER TERM

**Tutor Work:** in the final term students will explore the concept of fake news, as well as re-look at stress Management and revision in preparation for assessment week. Mental health and revision will also be covered along with unhealthy coping behaviours, road safety and cycle safety.

**Well Being Days:** Their final Well Being Day will look at LGBTQ+ topics.

## 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

# 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 Electricity.

## 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: Reactivity of elements, pH and Waves.

## SUMMER TERM

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## 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
- Design Technology
- ICT
- Literacy/Numeracy (Catch Up)
- Maths
- Spanish

# SPANISH

## WINTER TERM

This year in Spanish, students will be starting a new scheme of learning focusing on building confidence in their speaking. We will be looking at three key linguistic areas – phonics, grammar and vocabulary so as to ensure they're using the language as much as possible. Students will also learn how to study and understand written and spoken texts in Spanish.

The first term will focus on learning how to describe yourself and others, focusing on the grammar around adjectives/ the verbs to have and to be.

## SPRING TERM

Terms 2 & 3 will aim to provide students with grammatical knowledge, vocabulary and pronunciation practice in order to ensure students feel confident speaking Spanish.

## SUMMER TERM

Terms 2 & 3 will aim to provide students with grammatical knowledge, vocabulary and pronunciation practice in order to ensure students feel confident speaking Spanish.

