



# YEAR 8

## CURRICULUM GUIDE 23/24

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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.

## WINTER TERM

In the first term of Year 8 students will begin a project inspired by the theme of Toys. They will begin by completing research and produce a series of observation drawing skills based on toys from the past and present. Students will learn about the styles and techniques used by artists who take inspiration from toys, and create their own responses using physical and digital collage.

## SPRING TERM

Students will continue with their Toys project until half term as they focus on completing their final painted 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 clay animal relief tile.

## 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 Cubism, Impressionism and Dada.

# COMPUTING

## 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

## WINTER TERM

Term 1 for Year 8 sees students tackling either:

- 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)
- What's on CLTV (creating a TV channel identity with marketing to match)

## SPRING TERM

Term 2 for Year 8 sees students tackling either:

- Musicals Masterclasses (Singing and dancing to popular songs from the musicals)
- What Would Music Look Like? (A visual interpretation of sound using music and animation skills)
- Horrible Music Histories (Studying composers lives and presenting a documentary episode)

## SUMMER TERM

A choice of Term 3 route:

- Musicals Masterclasses (Singing and dancing to popular songs from the musicals)
- What Would Music Look Like? (A visual interpretation of sound using music and animation skills)
- Horrible Music Histories (Studying composers lives and presenting a documentary episode)

# ENGLISH

## WINTER TERM

To begin Year 8, students will complete a novel study of 'Boy 87'. Students will learn to look at a theme in a novel and analyse how it is presented across the text. Students will focus on sequencing plot, comprehension skills and analysis skills throughout the half term.

After October Half Term, students will study a range of non-fiction extracts. Students will be focusing on journalistic writing and developing their writing skills. They will study a range of different texts across the half term.

## SPRING TERM

After Christmas students will study a range of poetry centred around the theme of conflict. Students will be focusing on their analytical writing as well as comparison skills on a range of different poems and poets.

After February Half term, students will be developing their creative writing skill as they focus on narrative writing. Students will be developing their vocabulary as well as being exposed to a range of short stories and extracts to help develop their own story writing skills.

## SUMMER TERM

The final term will be spent studying a Modern Play adaptation of the 19th Century novel 'Treasure Island'. They will work on their oracy skills, creative writing and character analysis throughout the half term.

## 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. In the second part of this term, students will focus on French fashion and the imperfect tense.

## SUMMER TERM

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.

# HUMANITIES

Humanities is divided into History and Geography lessons. The Religious Studies topics are taught within each History and Geography lessons.

## WINTER 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 and the contrasting levels of development in some of Africa's richest countries versus some of Africa's poorest countries. Students will also be introduced to the concept of poverty and illness including the Ebola epidemic while building in geographical skills such as use of graphs, maps and GIS.

**HISTORY:** Wars of the Roses and The Tudor Dynasty. The Wars of the Roses module allows students to investigate the causes and consequences of the War of the Roses, and to evaluate who was to blame for the Princes in the Tower. Students will develop their chronological, source analysis and oracy skills.

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.

## SPRING 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.

**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.

## SUMMER TERM

**GEOGRAPHY:** What is the future of the planet? This topic is constantly evolving and changing due to the changes in the earth's climate that we are seeing every day, including the extreme and challenging weather we've seen across the globe this summer! Students will explore the topical concept of climate change; firstly they will 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. Within the module there is the opportunity to complete some geographical fieldwork on the school site, examining the levels of CO<sub>2</sub> taken in by our trees.

**GEOGRAPHY:** A Tale of Two Cities: Newcastle and Dubai. This module provides an insight into the Middle Eastern region of the world and how this may differ from our life in Newcastle. The module looks at the role of the Middle East in the world's energy security and the challenges that come with living and building in a city. This is a non-assessed module with the aim of students developing a knowledge and understanding of a global region which is not touched upon lower down school.

# 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 cuboid and cylinders.

# PHYSICAL EDUCATION

The Year 8 core PE programme meets the requirements of the National Curriculum by offering students the opportunity to participate in a range of sporting activities. Within their PE class, students will rotate activities every 6 lessons throughout the year. Students will develop their own sporting competence, be physically active in individual and team sports and also engage in various levels of competition.

Students will extend their knowledge and advance their skills in some activities which they have done in Year 7, whilst also transferring their core skills to new sports. Students will cover a wide range of sports from a programme which includes activities such as badminton, basketball, dance, rugby and hockey.

## 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.

# SCIENCE

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.

## WINTER TERM

Topics in Year 8 Term 1 include: Health and Electricity.

## SPRING TERM

Topics in Year 8 Term 2 include: Reactivity of Elements, pH and Forces.

## SUMMER TERM

Topics in Year 8 Term 3 include: Variation, Inheritance and Waves.

## 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.

