

# Summer term - Curriculum Overview

Year 8

CORE

<b>English</b>	<p>In the spring term pupils study a unit called <b>Dystopian literature</b>.</p> <p><i>Key texts this term include:</i>  <i>The Road</i>  <i>The Hunger games</i>  <i>1984</i>  <i>The maze Runner</i>  <i>Z for Zachariah</i></p>	
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<b>Mathematics</b>	<p><b>3D Geometry</b>, focusing on  <i>Properties of 3D shapes</i>  <i>Volume of prisms</i>  <i>Surface area of prisms</i>  <i>Volume and surface area of pyramids, cones and spheres</i></p>	<p><b>Probability and data handling</b>, focusing on  <i>Probability of multiple events</i>  <i>Tree diagrams</i>  <i>Averages</i>  <i>Averages from frequency tables</i></p>
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<b>Science</b>	<p><i>Pupils work through the different areas of Science - biology, physics, and chemistry - on rotation to help us share specialist equipment. However they follow the same sequence for each aspect of Science and so the units for the Summer term will focus on the following:</i></p>	
<b>Biology</b>	<p><b>Ecology.</b> The unit focuses on the following key knowledge: <i>Food chains &amp; webs, predators and prey, Environmental impact, extinction and biodiversity</i></p>	
<b>Chemistry</b>	<p><b>Metal Reactions.</b> This will introduce key knowledge areas that include: <i>oxidation of metals, reactions of metals and metal oxides, displacement reactions, Iron extraction and blast furnace, polymers, composite and ceramics</i></p>	
<b>Physics</b>	<p><b>Space.</b> In this module, the following key topics will be explored: <i>Gravity forces and weight, seasons and their effects, the Sun, stars and galaxies, light waves in space, the lightyear.</i></p>	

<b>History</b>	<p>The Year 8 Summer term addresses the following key questions in History:  <i>Why did the British empire start in India?</i>  <i>What made Thomas Clarkson so angry?</i>  <i>Why do historians disagree about the end of the slave trade?</i>  <i>What were children taught to think about Empire?</i>  <i>Why did women win the vote?</i></p>	
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<b>Geography</b>	<p>Pupils begun the Spring term with a unit entitled: <b>Hydrology - Why are rivers important?</b> They will explore <i>the water cycle, fluvial process including weathering, river features and landforms, flood hazards and management.</i></p>	<p>In the second half of the term they will study a unit entitled <b>Asia - What are the opportunities and challenges facing Asia?</b> This will examine <i>location, biomes, skills, human issues and physical issues</i></p>
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WORLD

<b>Spanish</b>	<p><b>School and future plans</b> is our topic for the Summer term. Pupils will learn vocabulary and explore language needed to speak, write, listen, and read about:  <i>Subjects</i>  <i>Past Vs present</i>  <i>School day</i>  <i>Facilities</i>  <i>Rules</i>  <i>Jobs and future plans</i></p>	<p><b>Grammatical and linguistic focus.</b> In exploring this topic, pupils will learn the following key knowledge:  <i>Adjectival agreements</i>  <i>Exclamations</i>  <i>Imperfect tense</i>  <i>Using three tenses together</i>  <i>Infinitive constructions</i>  <i>Future time phrases</i></p>
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<b>French</b>	<p><b>Festivals</b> is our topic for the Summer term. Pupils will learn vocabulary and explore language needed to speak, write, listen, and read about:  <i>Festivals</i>  <i>Opinions</i>  <i>Activities</i>  <i>Food</i>  <i>Quantities</i>  <i>Speciality dishes and ingredients</i></p>	<p><b>Grammatical and linguistic focus.</b> In exploring this topic, pupils will learn the following key knowledge:  <i>Present tense regulars</i>  <i>Partitive articles (du, de la, des)</i>  <i>Quantities with 'de'</i>  <i>Near future tense</i>  <i>Perfect tense</i>  <i>Writing three tenses together</i></p>
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## Religious Studies

**Religion and STEM** is our topic for the summer term. We will use this unit to explore the contribution of religion to the understanding of the world. As we move into the second half term, this will focus on Philosophy and links to theological viewpoints.

To provide extended time to develop, plan, create, and evaluate projects in the technical disciplines, these subjects are delivered on a rotation basis and consequently, will be taught in different sequences. We have, however, outlined the projects taken in each discipline below to give an overview of the content that will be covered first in Year 8.

## TECHNICAL

### Design Technology

**Product design.** Building a sweet dispenser. *Pupils learn how to write a Design Brief and Specification, considering a client. They analyse a range of existing products using ACCESS FM. Applying knowledge of jigs and templates, they independently manufacture a working prototype of their sweet dispenser. This can then be differentiated through outcome by developing surface decoration using a series of CAD / CAM skills with laser cutting and / or vinyl cutting.*

**Graphics.** Interior Design. Pupils are tasked with designing the interior of a bedroom. *They are to work with Paper and Board from the Core Technical Principles of Design Technology producing creative graphical content for wall and floor coverings, as well as furniture, and soft furnishing design. Practical outcomes will be represented through a small scaled architectural model.*

As a continuation from Year 7, pupils also experience **Textiles**, including fabrics, surface decoration and aesthetics. They will implement a range of skills, including *creativity and design, as well as using sewing machines and hand stitching techniques.*

### Computer Science

**Investigation into smart homes and the internet of things.** Key knowledge to include:  
*How things communicate*  
*Software specifications*  
*Programming in Python*  
*Flowcharts*  
*Protocols*  
*Programming - bluetooth*  
*Software testing*

**Becoming a power user** of key software. Key knowledge includes:  
*Spreadsheets and calculation functions*  
*Charts and graphs in Excel*  
*An introduction to modelling*  
*Database software*

### Food Technology

As part of a rotation within the PE curriculum, children will carry out a Food Technology at some stage in the academic year. This will ensure they can:  
*understand and apply the principles of nutrition and health*  
*become competent in a range of cooking techniques*  
*understand the source, seasonality and characteristics of a broad range of ingredients*

<p><b>Art</b></p>	<p>Pupils will finish the <b>Seed heads</b> unit looking at the following skills and artists:  <i>layering composition and patterns</i>  <i>Using mixed media and clay to develop tiles</i>  <i>Angie Lewin</i></p>	<p>In the second half of the term pupils will start on the <b>Portraits</b> unit. This will include the work of Louis Jover and Barbara Kruger. Key knowledge and skills studied this term include:  <i>Exploring art with messages and political commentry</i>  <i>Using grid technique for drawing portraits</i>  <i>Combining text and images to create a personal response to current affairs and events</i></p>
<p><b>Physical Education</b></p>	<p>PE groups participate in different sports and activities on a rotation. Year 8 sports will involve a range of activities that include: football, cross country, netball, handball, rugby,dance, table tennis, badminton, rounders, cricket and Athletics.          The key focus of skills across these disclines include:          Accurate replication          Outwitting Opponents          Food &amp; Nutrition          Performing at max levels          Striking and fielding</p>	
<p><b>Drama</b></p>	<p>In the spring term year 8 will begin with a unit on <b>Brecht</b>. Pupils will study:  <i>Context</i>  <i>Demonstration</i>  <i>Opinion</i>  <i>Performance as protest</i>  <i>Improvisation</i>  <i>Stage combat</i>  <i>Theatre in education</i></p>	
<p><b>Music</b></p>	<p>The rotation of topics in year means in the summer term pupils will study a unit on <b>Blues</b>. Key knowledge and skills include:  <i>12-bar blues progression</i>  <i>Composing a blues melody</i>  <i>Improvising using the blues sclae</i></p>	<p>In addition, between units, children will take part in our <b>musical futures project</b>, which aims to teach all children to play an instrument during their time at lower school.</p>