

# Blessed Hugh Faringdon Catholic School

*'True Teaching'*



# YEAR 8 2018 - 2019

**Curriculum Booklet  
to assist Pupils and Parents**

*"Outstanding School"*  
June 2018 validation



## Blessed Hugh Faringdon Catholic School



September 2018

Dear Parents

As you are aware, at Blessed Hugh Faringdon we place great emphasis on the importance of good home school links. It is intended that this booklet will contribute to even greater mutual support, as we seek to maximise the potential of your child.

Details of the curriculum have been outlined for each subject. It is hoped this information will be valuable to you, as you support your son or daughter.

Please contact the school should you need clarification of any of these details and speak to the relevant Subject Leader or Head of Year.

Yours sincerely

**Dr Simon Uttley**  
**Headmaster**

## 2018 / 2019

### Head of Year 8

### Mr G Ward

#### Tutors

**8DB**

Miss E Warne

**8MK**

Mrs E Hargreaves

**8ML**

Mr L Delgado

**8MT**

Miss L Percival

**8OR**

Ms R Newton / Mr C Calder

### Year 8: Homework Timetable : 2018 / 2019

Homework activities will be set on a weekly basis. These will generally take 30 minutes to 45 minutes to complete. In addition, project work may be set as homework following on from work started in school time.

Science – Years 7 and 8 – homework to be set twice per half term by Miss Brambley for all classes, focusing on engagement in Science.

Drama and Music may set tasks to be completed at home as appropriate. D and T homework is in the form of extended projects.

All homework must be entered into the appropriate page of the study planner.

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>8DB</b>	English	Maths French	History	English RE Geography	Maths
<b>8MK</b>	English	Maths	Geography	English French	Maths RE History
<b>8ML</b>	English	Maths	French	English RE	Maths Geography History
<b>8MT</b>	English	Maths Geography	History	English French	Maths RE
<b>8OR</b>	English History	Maths Geography		English French	Maths RE

# RELIGIOUS EDUCATION

Year 8 Programme of Study

Subject Leader, Mrs L Amieiro

**AUTUMN:** *Term 1* The People of God – Jewish Patriarchs and the history of Judaism

**Core Skills:** Understanding what the Hebrew Bible tells us about Jewish life.  
To have knowledge of the Covenant in its Old Testament context.

**AUTUMN:** *Term 2* Believing in God

**Core Skills:** Why people have belief in God and others do not. To examine the factors affecting belief including religious upbringing and the problem of evil and suffering.

**SPRING:** *Term 3* Religion and Community Cohesion

**Core Skills:** Understanding and exploring issues affecting communities, including racial harmony and religious freedom and the Catholic Church's work on this.

**SPRING:** *Term 4* Christian Discipleship

**Core Skills:** To investigate how Jesus chose 12 men and examine the impact of Jesus' call to discipleship in the early Church and the Church today – examining the lives of important Christians and their role in evangelisation, and how this role continues in the modern world.

**SUMMER:** *Term 5* Religion, Peace and Conflict

**Core Skills:** To develop a knowledge and understanding of real world issues and how to examine them with reference to different world views and applying religious principles, e.g. Just War theory to conflict situations. Explain how Catholic organisations work towards conflict resolution and peacemaking.

**SUMMER:** *Term 6* Hinduism – What do Hindus believe?

**Core Skills:** To develop the knowledge and understanding of the Hindu community. To develop an appreciation of the Hindu way of life and to find out how Hindu beliefs and practices give meaning to the lives of Hindus.

**Equipment:** Bible and exercise books are provided in lessons. Students often like to use their New Testament given out to them in Year 7.

**Homework:** PowerPoint presentations, research topics, reading, project and display work, writing frames and extended pieces of writing to develop evaluation skills.

## Assessment Schedule:

Regular assessments designed to reflect the GCSE structure, both formative and summative. Comments to help students improve will be written at the end of selected pieces of work in line with school marking policy.

## Recommended Reading / Useful Websites:

[www.catholiceducation.org](http://www.catholiceducation.org)  
[www.catholiccatechist.org](http://www.catholiccatechist.org)  
[www.tasc.ac.uk](http://www.tasc.ac.uk)  
[www.rsweb.org.uk](http://www.rsweb.org.uk)

Catholic Resource classroom resource material;  
for Catholic catechesis;  
Catholic Church of England and Wales;  
Religious Studies on the web.

Any queries, please contact Mrs Amieiro, Head of RE Department

## Extra Resources for Gifted and Talented:

Extended vocabulary provided in glossary  
[www.reonline.co.uk](http://www.reonline.co.uk)

## Extra Resources for Basic Skills students:

Keywords provided on request or "Children's Bible"  
[re-xs.co.uk](http://re-xs.co.uk)

Year 8 Programme of Study

Subject Leader, Ms J O'Sullivan-Dale

**AUTUMN:** *Terms 1 and 2*

## **"Stone Cold"**

<b>Reading:</b>	Character Plot Setting Atmosphere P.E.E.	<b>Writing:</b>	Narrative structure - climax Tension, vocabulary, flashbacks Presentation of character Genre Review Analysis
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**Core Skills:** Review writing, literary analysis, the Novel, P.E.E.

**SPRING:** *Term 3*

## **An Introduction to Scripts**

Shakespeare: Non-fiction and fictional stimuli  
Modern drama for teens: A collection

Considering features within the genre and how we can hone analytical skills via a number of teen plays which include PHSE topics.

### **Reading and Writing combined:**

How to become a critic, analysing different stimuli, writing for audience and purpose, evaluative skills, register, creative writing.

**Core Skills:** Analysis, evaluation, review writing, comparative skills.

**SPRING:** *Term 4*

## **Fact: Poetry – a Transition unit**

**Reading:** Interrogating a number of different forms within the genre  
The recognition and effect of literary devices  
The importance of structure  
Evaluation

**Writing:** How to structure an essay / comparative skills  
Comprehension  
Analytical skills  
Whole text interrogation  
How to answer a GCSE question  
An introduction to the Romantics and poems from other cultures.

**Core Skills:** How to structure an essay, analytical skills, comparative skills, P.E.E.

**SUMMER:** *Terms 5 and 6*

**Non-Fiction and Fiction**                      **An introduction to 19<sup>th</sup> century fiction (pre-GCSE)**

**Reading:**                      Comprehension, plot, setting, atmosphere, P.E.E., genre type

**Writing**                      Investigative analysis, how to structure an essay, analytical skills, comparative skills, P.E.E.

**Core Skills:**                      Text type writing, comprehension, analysis, P.E.E., grammar

**Equipment:**

Pen, pencil, ruler, exercise book, colouring pencils/pens, glue stick, scissors and imagination!

**Homework:**

One piece of written homework per week and one piece of reading homework.

**Assessment Schedule:**

Summative assessment of core skills after each unit.  
Formative assessment throughout units.

**Recommended Reading:**

Regular sustained practice of reading skills essential

**Extra Resources for Gifted and Talented:**

[www.poetry.about.com](http://www.poetry.about.com)  
[www.homeworktips.about.com](http://www.homeworktips.about.com).

**Extra Resources for Basic Skills students:**

[www.homeworktips.about.com](http://www.homeworktips.about.com)  
[www.Shakespeare.about.com](http://www.Shakespeare.about.com).

**Core skills are highlighted in bold**

## AUTUMN:

### *Term 1*

- Find the factors and multiples of a number
- Find prime numbers
  - **Find the prime factors of a number**
  - Determine HCF by prime factorisation
  - Determine LCM by prime factorisation
  - Find squares, square roots, cubes and cube roots using prime factorisation
  - Use indices to record repeated multiplication
  - Calculate with the use of a calculator, including squares, cubes, square roots and cube roots
  - **Use equivalent fractions**
  - Add and subtract fractions with like denominators
  - Add and subtract fractions with unlike denominators
  - **Add and subtract fractions, mixed numbers and improper fractions**
  - Convert between improper fractions and mixed numbers
  - Add and subtract fractions mixed numbers and improper fractions
  - **Calculate with decimals**

### *Term 2*

- Represent and order positive and negative integers on a number line (using the symbols  $<$  and  $>$ )
- Show addition and subtraction on a number line
- **Apply the four basic operations on positive and negative integers**
- Calculate with rational and decimal numbers (including negative numbers)
- **Recognise and represent number patterns (including finding an algebraic expression for the  $n$ th term)**
- Translate simple real-world situations into algebraic expressions
- Use letters to represent numbers
- Distinguish between terms and coefficients in algebraic expressions
- Distinguish between like and unlike terms in algebraic expressions
- Add and subtract linear algebraic expressions
- **Expand simple linear expressions**
- **Solve linear equations in one unknown**
- Solve simple fractional equations that can be reduced to linear equations
- Formulate a linear equation in one unknown to solve problems

## SPRING:

### *Term 3*

#### **Measure and draw angles**

- Identify and name angles (e.g. POQ,  $x$ )
- Define an equilateral, isosceles, and scalene triangle
- Draw a triangle, given two angles and the side adjacent to the given angles
- **Draw a triangle, given two sides and the included angle. Construct a triangle given the length of two sides and the angle between them (accurate to 1mm and  $1^\circ$ )**
- Classify special quadrilaterals on the basis of their properties: define a parallelogram, rhombus and trapezium
- Draw a square, given one side
- Draw a rectangle, given its length and breadth
- Draw a rhombus, given one side and one angle
- Draw a parallelogram, given two adjacent sides and the included angle
- Draw a trapezium with the parallel sides indicated, given two adjacent sides, the included angle and the angle adjacent to the included angle
- **Understand and use right, acute, obtuse and reflex angles, complementary and supplementary angles, vertically opposite angles, adjacent angles on a straight line, adjacent angles at a point, interior and exterior angles**

### *Term 4*

- Use percentages greater than 100%
- Express one quantity as a percentage of another
- Compare two quantities by percentage
- **Increase or decrease a quantity by a given percentage**
- Understand how to compare quantities using percentages
- Reverse percentages: find the original quantity given a part of it and its percentage
- Reverse percentages: find the original quantity when we know its final value after the percentage increase or decrease
- Solve problems involving percentages and reverse percentages
- **Interpret  $a:b$  and  $a:b:c$ , where  $a$ ,  $b$  and  $c$  are whole numbers**
- Compare two or more quantities by ratio
- Relate ratios to fractions
- Write equivalent ratios, and find the missing term in a pair of equivalent ratios
- Express ratios involving rational numbers in their simplest form
- **Divide a quantity in a given ratio**
- Find the ratio of two or three given quantities
- Find one quantity given the other quantity and their ratio.
- Express one quantity as a fraction of another, or How many times one quantity is as large as

- **Identify the different types of angles formed by parallel lines and a transversal such as corresponding angles, alternate angles and interior angles**
- Use the various properties of angles to find unknown angles
- Find unknown angles in geometrical figures involving square, rectangle, parallelogram, rhombus, trapezium and triangle

- another given their ratio, and vice versa.
- Express one quantity as a fraction of another given the two quantities
- Find the whole/ one part when a whole is divided into parts in a given ratio
- Calculate average rate
- Solve up to 2-step word problems involving ratio
- Understand and differentiate between the concepts of speed, average speed and uniform speed
- **Use the relationship between distance, time and speed**
- \* Distance = Speed  $\times$  Time,
- \* Speed = Distance  $\div$  Time,
- \* Time = Distance  $\div$  Speed

## SUMMER:

### Term 5

- **Round off a number to a required number of decimal places**
- Round off a number to a required number of significant figures
- **Estimate the answer to a given problem**
- Identify rounding and truncation errors
- **Use formulae to calculate the area and circumference of a circle**
- Find the area and perimeter of
  - \* semicircle (half circle)
  - \* quarter circle
- Solve word problems involving area and perimeter
- **Recognise nets of 3D shapes**
- Build and name 3D shapes
- Find the surface area of cubes and cuboids
- Find the surface area of prisms and cylinders
- Find the volumes of cubes and cuboids
- Find the volumes of prisms and cylinders
- Find the surface areas and volumes of composite solids
- Convert between  $\text{cm}^3$  and  $\text{m}^3$

### Term 6

- Taking measurements:
  - conducting surveys
  - classifying data
  - reading results of observations/ outcomes of events
- **Construction and interpretation of:**
  - **tables**
  - **bar graphs**
  - **pictograms**
  - **line graphs**
  - **pie charts**
  - **histograms**
- Complete a table from given data
- Read and interpret tables
- Read and interpret line graphs
- Read and interpret bar graphs in both horizontal and vertical forms
- **Read scales**
- Complete a bar graph from given data
- Make picture graphs with scales
- Read and interpret picture graphs with scales (exclude use of an incomplete symbol/picture)
- Make picture graphs
- Use of a symbol/picture to represent one object,
- Read and interpret picture graphs in both horizontal and vertical forms (no scales)
- Recognise the purposes and use, advantages and disadvantages of the different forms of statistical representations
- **Draw simple inference from statistical diagrams**
- Solve problems using information presented in tables, line graphs, bar graphs and picture graphs

**Equipment:** Pen, pencil, ruler, eraser, pencil sharpener, protractor, pair of compasses, calculator

**Homework:** Two homeworks per week

**Assessment Schedule:** Individual sets have tests at end of each topic. Termly assessments

### Recommended Reading / Useful Websites:

[www.mymaths.co.uk](http://www.mymaths.co.uk)  
[www.bbc.co.uk/schools](http://www.bbc.co.uk/schools)

school website  
 CGP KS3 Revision Guide

### Extra Resources for Gifted and Talented:

- Framework 8-E Oxford Press
- Level Up Maths Level5-  
[www.nrich.maths.org/forstudents](http://www.nrich.maths.org/forstudents)

### Extra Resources for Basic Skills Students:

- Targeting Level 5
- Target book 2

# SCIENCE

Year 8 Programme of Study

Subject Leader, Mr J Hoyland

## **AUTUMN:** *Term 1 and 2*

Four topics are taught in rotation

Enquiry Processes 2  
Energy 2  
Matter 2  
Organisms 2

## **SPRING:** *Terms 3 and 4*

Four topics are taught in rotation

Forces 2  
Reactions 2  
Ecosystems 2  
Waves 2

## **SUMMER:** *Terms 5 and 6*

Four topics are taught in rotation

Earth 2  
Genes 2  
Electromagnets 2  
Projects

**Equipment:** Pen, pencil, ruler, protractor, calculator, eraser, pencil sharpener, glue

**Homework:** A variety of tasks – written exercises, calculations, research, creative work (writing), investigations.

### **Assessment Schedule:**

Formative assessment at the end of each module.  
Termly examination on content covered that term

### **Recommended Reading / Useful Websites:**

BBC Bitesize  
KS3 Science revision guide

### **Extra Resources for Gifted and Talented:**

- Differentiated worksheets
- Extended practical tasks
- Open ended research opportunities

### **Extra Resources for Basic Skills Students:**

- Differentiated worksheets
- Help with practicals

## **AUTUMN** *Term 1*

### **Sketchbook cover design Graphic Composition**

#### **Core Skills**

Experimenting with different lettering styles  
Creating a varied range of compositions  
Applying colour schemes, tones and textures

## **SPRING** *Term 3*

### **Faces**

#### **Core Skills**

Recording from observation  
Exploring 3D media  
Using a range of mark-making techniques  
Creating a range of tones in different media  
Researching, analysing and applying

## **SUMMER** *Term 5*

### **Environments**

#### **Core Skills**

Impressionist painting techniques  
Using linear and aerial perspective to create depth  
Exploring creative compositions  
Experimenting with mixed media  
Using colour to express season / temperature

**Equipment:** 2B pencil, sharpener, eraser, sketchbook, colouring pencils, writing pen, brushes (optional)

**Homework:** Artist research, observational drawing, completing classwork.

**Assessment Schedule:** Summative assessment at end of each project.  
Regular verbal and written feedback in response to class and homework.  
Peer and self-assessment throughout each project.

### **Recommended Reading / Useful Websites:**

[www.britishmuseum.org](http://www.britishmuseum.org)  
[www.vggallery.com](http://www.vggallery.com)  
Google search engine for research into famous artists and topic specific images

### **Extra Resources for Gifted and Talented:**

- Art Club
- Opportunities to work on a larger scale and with a wider range of media

### **Extra Resources for Basic Skills Students:**

- Basic skills worksheets
- Paired/group work opportunities
- Differentiated worksheets

## *Term 2*

### **“Still Life”**

#### **Core Skills**

Developing skills in a range of wet and dry media  
Using tone and contours to create the illusion of form  
Recording from observation  
Applying stylistic elements

## *Term 4*

### **Abstraction**

#### **Core Skills**

Experimenting with mixed-media  
Creating artist studies  
Simplifying forms and shapes  
Exploring mood and emotion through shape, pattern and colour

## *Term 6*

### **Independent Challenge Project**

#### **Core Skills**

Developing ideas from thematic starting points  
Analysing artists' work  
Applying artists' visual styles  
Developing skills in a range of wet and dry media  
Exploring primary sources

The Year 8 curriculum builds on the teaching and learning delivered in Year 7, by expanding elements of designing, making and electronics. Students will also be encouraged to develop their evaluative skills when judging the quality of existing products and their own products. Building teamwork plays an integral part during this year as students are encouraged to share ideas, resources and inspect each other's work, particularly during manufacture. All products will be designed for a client.

## Food and Nutrition

Students will continue to apply their knowledge of the key principles of safety and hygiene, previously introduced in Year 7. They will develop their knowledge of basic recipes and cooking techniques. During the course, students will use ICT to guide research, which will inform their understanding of macronutrients and their purpose and importance within a balanced diet. Allergy awareness will also feature highly during the practical and theoretical lessons. During the practical lessons, students will have the opportunity to make the following, along with other recipes.

- Vegetable tacos
- Spaghetti Bolognese
- Sausage rolls
- Seasonal fruit crumble

## Night Light (Product Design)

In this unit, students learn how to design with electronic components. Their final product helps people to go to sleep at night as it emits an ambient light and will be functional as a mirror. The project aim is to encourage students to see the function of an object and see that it is possible for one product to have multiple functions. Students design the mirror that is illuminated, and this is created using CAD and CAM technology. Students will also incorporate skills using line bending tools to shape their acrylic mirror. Students are encouraged to use the exemplar products as inspiration but can, if confident, make changes to the manufacture of the final product.

## Pewter Casting (Product Design)

In this unit, students are introduced to metals, heat treatment and materials that are affected by heat (pewter). Students' designing skills are developed from Year 7 as they break design in more depth. Teamwork is crucial, particularly during analysis and reflective tasks. Students develop their idea through understanding of the manufacturing process. The final product has strict size limitations, but students will have experienced the changing forms of the pewter and understand how products are manufactured.

The following support system are additional to the opportunity given to pupils to develop outcomes that reflect their individual needs and ability.

## Extra Resources – Extended Learning Booklet

The nature of tasks could be researching, generating design ideas, labelling and drawing of products at home. Students add to their learning in school through an extended learning booklet which includes:

- Target market research
- Electronic device research
- Identifying materials
- Analysing a product
- Understanding the design process
- Understanding the making process
- Understanding specific design styles

Students will also be able to view exemplar materials.

## Extra Resources for Basic Skills students and Gifted and Talented students:

- Step by step guides to specific tasks
- Templates
- Display guides
- Freedom to be independent in the complexity of the work

## Equipment:

The following equipment is **essential** in helping pupils to achieve their potential and enhance the presentation of their work:

HB lead pencil	Pencil sharpener
Black or blue pen	30cm ruler
Colouring pencils	Glue stick
Eraser	Small craft scissors

## Why are extended tasks important?

Learning is done at the pace of each individual student. Extension tasks allow for students working at an accelerated rate to further develop their skills and abilities in designing and making whether through a set task such as a tea light holder to a self-choice project.

## Assessment Schedule:

The duration of the focus areas will be between 8 to 12 weeks. At the end of each rotation, students will be graded upon their design and making skills and given a step descriptor grade. Students will be given a step target at the beginning of each rotation. At the end of Year 9 students will be given a final level in D and T.

## Recommended Reading / Useful Websites:

Design and Technology is everywhere, so students are initially encouraged to analyse why products are designed the way they are. Therefore, we encourage students to keep an 'image book' where they can 'paste' in anything that they like the look of, shape, colour, feel of etc. This can be a really useful tool when designing products when the inspiration is a little thin!

Visit these websites for ideas to support the learning and teaching of Design and Technology.

**[www.designandtech.com](http://www.designandtech.com)**  
**[www.designandtechnology.info](http://www.designandtechnology.info)**

The Internet has an abundance of information but narrowing down the search to find useful data can be a challenge. Use the following instructions and websites to support learning, and if you find any others please e-mail the D and T teachers via the school.

Food Technology: [www.bbc.co.uk/bitesize](http://www.bbc.co.uk/bitesize)  
[www.foodafactoflife.org.uk/](http://www.foodafactoflife.org.uk/)  
[www.technologystudent.com](http://www.technologystudent.com)  
[www.jamieoliver.com/recipes/category/occasion/jamies-food-revolution-recipes/](http://www.jamieoliver.com/recipes/category/occasion/jamies-food-revolution-recipes/)

Design Process [www.3d-i.org](http://www.3d-i.org)  
[www.designandtech.com](http://www.designandtech.com)  
[www.bsonline.techindex.co.uk/](http://www.bsonline.techindex.co.uk/)  
[www.designinsite.dk/htmsider/home.htm](http://www.designinsite.dk/htmsider/home.htm)  
[www.skyscrapers.com/english/index.html](http://www.skyscrapers.com/english/index.html)  
[www.environment-agency.gov.uk](http://www.environment-agency.gov.uk)  
[www.dtonline.org/apps/menu/app?1&0](http://www.dtonline.org/apps/menu/app?1&0)

Product Design: [www.howstuffworks.com](http://www.howstuffworks.com)  
[www.3d-i.org](http://www.3d-i.org)  
[www.designandtech.com](http://www.designandtech.com)  
[www.bsonline.techindex.co.uk/](http://www.bsonline.techindex.co.uk/)  
[www.design-council.org.uk](http://www.design-council.org.uk)  
[www.robots.net](http://www.robots.net)  
[www.plasticsresource.com/](http://www.plasticsresource.com/)  
[www.cadinschools.org/showcase/default.asp](http://www.cadinschools.org/showcase/default.asp)  
[www.designinsite.dk/htmsider/home.htm](http://www.designinsite.dk/htmsider/home.htm)

# DRAMA

Year 8 Programme of Study

Subject Leader, Mr J Gudino

**AUTUMN:** *Term 1*

## Devising

### Core Skills:

To learn how to use a range of stimuli to devise a drama piece  
To understand the process of developing a stimulus through rehearsal  
To be able to perform your own work

**SPRING:** *Term 3*

## Murder Mystery

### Core Skills:

To learn the meaning of the terms genre and stock characters  
To understand the functions of a murder mystery detective  
To know and be able to define and use key words of this theatre genre.

**SUMMER:** *Term 5*

## Commedia dell' Arte

### Core Skills:

To understand how Commedia dell' Arte fits in to the wider theatre history  
To develop a character using physical elements  
To explore how physically, vocally and facially to show a change in a character

### Equipment:

Pen / pencil and imagination.

### Homework:

Occasionally.

### Assessment Schedule:

Formative during each scheme and Summative with a conclusive performance at the end of each one.

*Term 2*

## Pantomime

### Core Skills:

To learn and explore conventions of a traditional British pantomime  
To understand the importance of making good choices when casting your Pantomime  
To explore text, music and song for your Pantomime

*Term 4*

## Blue Remembered Hills

### Core Skills:

To learn some basic information about the play  
To be able to make your character believable and realistic  
To understand how to use a series of drama techniques

*Term 6*

## Reality T V

### Core Skills:

Learn how a television programme is made  
To know the variations of working for the camera  
To be able to perform a range of characters

*Some variation in course content may exist due to setting and nature of groups.*

# FRENCH

Year 8 Programme of Study

Subject Leader, Mrs E Hargreaves

## **AUTUMN:** Term 1

Countries and their capitals  
Nationality  
Numbers  
The weather  
French speaking countries

### **Core Skills:**

*En / au + Country*  
Using *quand / si / mais*

## Term 2

Location in town/country  
Ordinal numbers  
Modes of transport  
Distance

### **Core Skills:**

Imperative *tu* and *vous* forms  
Regular *ir* and *re* verbs  
Pre position + *de*  
Negatives with the imperative

## **SPRING:** Term 3

Making and discussing arrangements (social and transactional)  
Negotiating and stating future plan and intentions  
Describing spare time activities

### **Core Skills:**

The immediate future *aller + infinitive*.  
Modal verbs (*pouvoir, devoir, vouloir*)

## Term 4

Clothes and fashion  
Styles and materials  
Early steps with the perfect tense  
Food and drink

### **Core Skills:**

Demonstrative adjectives  
Comparisons

## **SUMMER:** Term 5

Being and receiving a guest  
Arranging to stay abroad  
Expressing thanks and appreciation

### **Core Skills:**

*Il faut + noun / verb*  
Direct object pronouns *le / la / les*

## Term 6

Giving advice and help  
Describing people in detail  
Travelling

### **Core Skills:**

Adjectives  
Writing a letter

**Equipment:** Textbook, exercise book. A French-English/English-French dictionary is essential.

**Homework:** As per homework timetable. Frequent learning of vocabulary / phrases.

**Assessment Schedule:** According to school calendar

### **Recommended Reading / Useful Websites:**

<http://www.languagesonline.org.uk>  
<http://www.linguascope.com/> (*ask teacher for username and password*)  
<http://www.bbc.co.uk/languages/french/>  
<http://www.lsfrench.com/beginners2.html>  
<http://www.lsfrench.com/beginners2.html>  
<http://www.wordreference.com>

### **Extra Resources for Gifted and Talented:**

- Extension tasks
- Group work
- A focus on building thinking skills so pupils can modify and use learning for their own needs
- Exchange of pen pal letters with French schools
- Projects about French culture

### **Extra Resources for Basic Skills students:**

- Appropriately differentiated tasks
- A focus on core vocabulary
- Learning support in class

# GEOGRAPHY

Year 8 Programme of Study

Subject Leader, Miss J Carey

## **AUTUMN:** *Term 1*

### **Earthquakes and Volcanoes**

- Earthquake hazards
- Volcanic hazards
- Introduction to Plate Tectonics

#### **Core Skills:**

Map skills  
Internet research

Maps / atlas work

## *Term 2*

### **Weather and Climate**

- Weather maps and forecasting
- Factors affecting climate of UK
- World climatic zones
- Causes of rain

#### **Core Skills:**

Map work skills  
Independent research

Scale

Graphicacy

## **SPRING:** *Term 3*

### **China and Russia**

- Manufacturing in China and Russia
- Growth of the Asian economy
- Cities - Moscow Beijing, Shanghai
- Trade in China and Russia

#### **Core Skills:**

Map skills / mapping skills  
Place  
Statistical data

Research  
ICT

## *Term 4*

### **Urban Change**

- Growth of world cities
- Reasons for growth of cities
- Challenges of cities

#### **Core Skills:**

Use of data  
Graph interpretation  
Atlas and maps skills

## **SUMMER:** *Term 5*

### **Brazil**

- Economic growth in Brazil
- Life in Brazil
- Olympics

#### **Core Skills:**

Data interpretation  
Graphicacy  
People and Place

Research  
Writing.

## *Term 6*

### **Globalisation**

- Growth of large multinational companies
- World economic growth
- Trade and Aid

#### **Core Skills:**

Use of data  
Graph interpretation  
Atlas and map skills

**Equipment:** Standard – pen, pencil, ruler and colouring pencils.

**Homework:** Set weekly – such tasks as descriptive writing, letter writing, research, word processing, production of brochures, active reading strategies, learning spellings of key words.

**Assessment Schedule:** Modular end of unit. This is either based on the whole of the unit or is a levels test based on part of the unit.

**Fieldwork:** A trip to Hengistbury Head will take place in July.

### **Extra Resources for Gifted and Talented:**

All gifted and talented geographers are provided with an enhancement programme during the year. Gifted and talented pupils are:

- encouraged to read more widely around the topics
- provided with specialised tasks in lessons.

### **Extra Resources for Basic Skills students:**

Basic Skills students are encouraged:

- to focus on the main topics being covered
- to learn the subject specific vocabulary.

# HISTORY

Year 8 Programme of Study

Subject Leader, Mr M Hryniewicz

## **AUTUMN:** *Term 1*

### **Britain 1500-1900**

What did the Industrial revolution do for us?

#### **Core Skills:**

Chronological understanding  
Using evidence  
Cause and consequence  
Change and continuity

## *Term 2*

### **Britain 1500-1900**

Why was ordinary life changed so much?

#### **Core Skills:**

Diversity  
Organisation and communication  
Cause and consequence

## **SPRING:** *Term 3*

### **World History 1500-1900**

British Empire  
Migrations

#### **Core Skills:**

Diversity and generalisation  
Movement and settlement

## *Term 4*

### **World History 1500-1900**

Conflict and co-operation over world trade  
The story of abolition

#### **Core Skills:**

Significance  
Cause and consequence

## **SUMMER:** *Term 5*

### **Britain 1500-1900**

Power: When and how did ordinary people win the right to vote?

#### **Core Skills:**

Change and continuity  
Chronological understanding  
Using evidence

## *Term 6*

### **Britain 1500-1900**

Power: Do individuals or 'the masses' cause more change?  
(including a local study)

#### **Core Skills:**

Cause and consequence  
Significance: Who and what is worth remembering?

**Equipment:** Fully equipped pencil case. World map.

**Homework:** Research and enquiry. Communicate knowledge and understanding effectively in written form. Interpretation of people's actions, beliefs and attitudes. Analysis of historical events.

### **Assessment Schedule:**

Assessment 1: British Empire  
Assessment 2: Conflict and co-operation  
Assessment 3: Democracy  
Assessment 4: End of year exam

### **Useful Websites:**

BBC website: <http://www.bbc.co.uk/history/forkids>  
<http://www.spartacus.schoolnet.co.uk>

# MUSIC

Year 8 Programme of Study

Subject Leader, Mr P Windibank

## **AUTUMN:**

### *Term 1*

Producing and performing “*Rude*” by Magic, building on the Reggae work done in Year 7

### **Core Skills:**

Performance / arrangement

### *Term 2*

Spooky Music – creating tension.  
Composing in the style of horror/thriller movies

### **Core Skills:**

Composition technique.

## **SPRING:**

### *Term 3*

Producing and performing “*Forget You*”, C Lo Green

### **Core Skills:**

Performance / arrangement.

### *Term 4*

Japanese music. Compose and improvise in the style of Japanese music using the pentatonic scale.

### **Core Skills:**

Composition. Music from other cultures.

## **SUMMER:**

### *Term 5*

Ballads. Singing and performing your own version of “*Unchained Melody*”

### **Core Skills:**

Performance / arranging.

### *Term 6*

Song Writing: Three Chord Trick

### **Core Skills:**

Creating melodic lines

### **Equipment:**

Keyboards, xylophones, drum kit, guitars, stereo.

### **Homework:**

When appropriate

### **Assessment Schedule:**

End of each term.

### **Recommended Reading / Useful Websites:**

[www.mtrs.co.uk/linksw.htm](http://www.mtrs.co.uk/linksw.htm) - has links to just about anything to do with music.

### **Extra Resources for Gifted and Talented:**

Students are encouraged to perform a wider number of parts on a range of instruments.

### **Extra Resources for Basic Skills students:**

Students are encouraged to perform simple parts but to a higher standard.

# PHYSICAL EDUCATION

Year 8 Programme of Study

Subject Leader, Miss L Heaver

## AUTUMN:

		<i>Term 1</i>
MT	Double	Rugby
OR	Double	Rugby
MK	Double	Rugby
ML	Double	Rugby
DB	Double	Rugby

## *Term 2*

MT	Double	<b>Invasion Games</b>
OR	Double	Netball, Football, Hockey, Basketball
MK	Double	<b>Invasion Games</b>
ML	Double	Netball, Football, Basketball
DB	Double	Basketball

## SPRING:

		<i>Term 3</i>
MT	Double	Gym / Dance / Trampolining
OR	Double	Gym / Dance / Trampolining
MK	Double	Gym / Dance / Trampolining
ML	Double	Gym / Dance / Trampolining
DB	Double	General Fitness

## *Term 4*

1	Double	<b>Net and Wall Games</b>
2	Double	Volleyball, Tennis
3	Double	<b>Net and Wall Games</b>
4	Double	Table Tennis, Volleyball, Tennis
5	Double	Tennis

## SUMMER:

		<i>Term 5</i>
1	Double	Athletics
2	Double	Athletics
3	Double	Athletics
4	Double	Athletics
5	Double	Athletics

## *Term 6*

1	Double	Striking and Fielding
2	Double	Striking and Fielding
3	Double	Striking and Fielding
4	Double	Striking and Fielding
5	Double	Striking and Fielding

## Equipment:

**Compulsory:** Black shorts, Black crested polo shirt, Black/White rugby top, Black football socks, White trainer socks, football boots/moulds and indoor trainers (**astro-trainers can be worn but NOT in place of boots due to health and safety on the pitches**)

**Optional:** Black Tracksuit, Black and white fleece, Black/white skins

## Assessment Schedule:

Practical assessment at the end of each unit of work  
Our departmental focus is evaluating and improving performance.

## Recommended Reading / Useful Websites:

[www.readingrockets.co.uk](http://www.readingrockets.co.uk)  
[www.rfu.com](http://www.rfu.com)  
[www.england-netball.co.uk](http://www.england-netball.co.uk)  
[www.skysports.com](http://www.skysports.com)  
[www.knowthegame.co.uk](http://www.knowthegame.co.uk)

[www.berkshirehockey.org.uk](http://www.berkshirehockey.org.uk)  
[www.bbc.co.uk/sport](http://www.bbc.co.uk/sport)  
[www.readingac.com](http://www.readingac.com)  
[www.youthsportstrust.org](http://www.youthsportstrust.org)

## Extra Resources for Gifted and Talented:

- Range of extra-curricular/enrichment opportunities
- Gifted and talented PE enrichment day.
- Visiting star performers
- Opportunities to attend county and district trials in a range of sports.
- Sports Day – whole school participation
- Links with community clubs for coaching and joining clubs outside school.

## Extra Resources for Basic Skills students:

- use of a range of modified equipment to aid learning.
- close liaison with support staff to maximise pupil progress
- activity afternoons for low ability / low self esteem pupils as part of the school sports partnership.