



# Curriculum Guide Year 8

# Curriculum Vision

**Our mission is to ensure every student leaves Great Sankey articulate, resilient, compassionate and culturally aware. That they are inspired to contribute to society, are able to pursue careers they are passionate about and live, healthy, happy and fulfilled lives.**

Our ten school values fall into **three pillars of community, learning and self** and these thread their way throughout our curriculum. We believe that if children understand the purpose of what they are learning and why they are learning it; not only will they be more engaged but they are much more likely to remember what they have learnt and be able to use it again in the future.

We also recognise the huge impact that learning beyond the classroom can have but appreciate we don't know which moment at school will inspire a child or resonate with them later in their life. It could be the inspirational careers speaker, a museum or gallery visit, the Duke of Edinburgh's Award expedition, a science experiment, or be on the sports field or theatre stage. What we do know is that if we ensure children seize as many opportunities as they can something has more chance to stick and act as a catalyst.

To achieve all of the above we have designed a knowledge based, word rich curriculum and we evaluate what knowledge and skills pupils have gained (at each stage) against expectations. The impact of innovations such as knowledge organisers and student self-selected KS4 target grades, will be reviewed regularly and remodelled to help all pupils perform well. We also won't be shy about investing in our staff to ensure they are using the most effective techniques to help students secure what they learn in class is committed to their long term memory, regardless of their starting point. Furthermore, we understand that those extra important details such as careers guidance, RSE, PHSE, British Values and enrichment should not just be bolted on but play an integral part of 'what we do' as a school community. We are already the largest provider of the Duke of Edinburgh's Award in the North West and the largest provider of the John Muir environmental award nationally and are planning to create a bespoke approach to encouraging and recording participation in extra-curricular provision.

All of these plans and actions are evidence-based and research-driven.

In short, our ambition is to create a dynamic learning culture and deliver a bold curriculum and personal development programme that ensures that both students and staff have the courage and determination to **dare for greatness**.

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## Curriculum overview – Year 8

### What will my child study?

Our curriculum is broad and balanced; we place great value on academic, creative and technical subjects. Therefore, all students study English, maths, science, two languages, French & Spanish, history, geography, RS, PE and ICT/computing but, in addition, we provide a broad performing arts offer for all students that includes Drama and Music as well as lessons in Art, Food and Design Technology. The following pages provide an overview of what students will be studying each term.

### How is the curriculum sequenced?

Research around memory and how children best learn has been used to inform our curriculum planning. Subject specialist staff have thought carefully about the curriculum we deliver. Knowledge and skills are sequenced so that these are taught in a sensible order allowing for regular revisiting of knowledge and retrieval as complexity and depth build.

### How will my child be assessed?

Regular assessment and high quality feedback are essential for students to learn effectively. Students are given clear, regular feedback following each assessment they complete which consists of what went well, and areas that could be even better. Students then address the areas that could be better through Dedicated Improvement and Reflect Time (DIRT) opportunities. This information should be clearly identified on green paper in student's books.

Twice per year students in year 8 complete more formal assessments. Crucially, these assess all of the knowledge and skills taught to students up to that point. For example, an assessment completed in the summer term of year 8 could assess any of the curriculum content covered in year 7 or 8. In practical subjects, students will be assessed and placed in one of four knowledge levels from Mastering to Emerging. In academic subjects, results are recorded as a percentage and a knowledge level; indicating subject knowledge and understanding.

### Homework

In Ebacc subjects; English, maths, science, MFL, geography, history and RS students will be set one homework activity per week. This will either be based around the knowledge organisers or work set by the class teacher. All knowledge organiser homework is set on a week A. Week B homework is to be set by class teacher. In all other subject's students will be set one homework per fortnight.

### How can I support my child?

#### Top Tips

1. Encourage students to use their Knowledge organisers and to regularly review knowledge using techniques such as read, cover, write, check.
2. Encourage your child to read regularly at home, each year 8 student should have an accelerated reader book with them each day at school and home.
3. Attendance and punctuality directly relate to student attainment, avoid non-emergency medical appointments during the school day for example.
4. Talk to your child about what they have been learning at school, this helps reinforce understanding.
5. Download the SIMS app so you can monitor attitude to learning scores in lessons and homework deadline.
6. Support us and your child by attending parent consultation evenings.

If you would like to know more about our curriculum please contact Mrs C Kane, Deputy Head, [c.kane@gshs.omegamat.co.uk](mailto:c.kane@gshs.omegamat.co.uk)

### Art Curriculum Vision

In the Art department we aim to create an environment in which every child can feel confident and succeed. To encourage individual creativity and nurture a passion for the subject. We aim to enable our learners to develop an understanding and appreciation of the diversities of life, be it cultural, geographical, social, economic or skill. Our schemes of learning cover a vast array of inspirational starting points allowing our learners to critically reflect and gain knowledge & understanding not only from those around them but from those who have gone before. Students are encouraged to take this knowledge forward whilst problem solving, skilfully creating, experimenting, and finally producing their personal outcome.

Underpinning the practical element of our teaching and learning is a focus on building self-confidence. When our learners participate in individual, group activities or critical reviews, the feedback they give builds self-respect by teaching them to accept constructive criticism and praise from others. This in turn develops character, acceptance, resilience and supports good mental health; invaluable life skills our learners will take forward into adulthood.

### Year 8 Art Curriculum Aims:

During year 8 pupils will be working through a series of culturally inspired projects, here pupils will work through our four golden threads during each project, these threads will be revisited through years 8 to 13. Thread 1- Researching, 2-experimenting with materials, 3- Drawing and photography, AO4- Final presentation.

Year 8 Art Curriculum	Topics	Content
Term 1	Working safely with the practical space. Introduction to our first chosen Culture.	Pupils begin with a culture project focused on pattern and colour work. During this scheme they will be learning about the finer details of colour mixing, colour combinations, making cultural references while strengthening their understanding of composition and knowledge of that country/region's cultural traditions.
Term 2	Completing culture 1 final piece. Researching and designing taking inspiration from culture number 2.	This term will begin with producing their final outcomes from the project 1. Pupils will consolidate their learning and highlight their skills, evaluating the piece against the assessment objectives and discussing their progress. Personalised targets will then be set to ensure greater progress as we start to research another culture.
Term 3	Outcome for second culture. Cultural pattern-based design and exam preparation.	Pupils will complete their outcome for the culture they have studied, evaluating, and setting personalised targets ready for our final assessment piece. Our end of year exam covers all 4 assessment objectives, pupils will highlight the progress they have made in research, drawing, composition, and tone.

### What enrichment opportunities are available and how do these support learning?

Art club is available after school; pupils need to speak to their teacher for further details. Drawing challenges are set during the year to encourage pupils to practice their skills and earn extra house points.

<https://www.lastchancetopaint.com>

#### Where can I visit to help with my learning?

<https://wmag.culturewarrington.org/whats-on/>

<https://www.tate.org.uk/visit/tate-liverpool>

<https://www.liverpoolmuseums.org.uk/walker/>

<https://www.whitworth.manchester.ac.uk/>

<http://manchesterartgallery.org/>

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### Year 8 - Design and Technology Curriculum Vision

Design and technology is an inspiring, rigorous, and practical subject where pupils experience a 9-week rotation in Design Technology, Electronics, Food Technology and Graphics. Our curriculum uses creativity and imagination, where pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. Pupils acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art and as stated in the National Curriculum. Within Food Technology 'pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the greatest expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and later in life'. Across the subject areas, pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens to make an essential contribution to the creativity, culture, wealth, health and well-being of the nation.

### Year 8 Curriculum aims:

At Great Sankey High School students have four lessons per fortnight on a 9-week rotation. In Year 8 rules and routines of the workshop are embedded from Year 7 and students repeat these processes. The materials focus for year Eight is Acrylic, students will work on three projects an acrylic clock, an electronic night light and a graphics project. In Food Technology we aim to educate on healthy eating and making balanced choices as well as 'inspiring a love of cooking' in Food Technology the format is one theory lesson followed by a linked practical each week. Students will develop their practical skills further and work on timekeeping and organisational skills. They will look at the role of convenience foods in modern life and be able to identify healthy options that link in with the Eatwell Guide. They will look at different raising agents and how they work in a variety of baked products. Food safety will be another focus of the course. There will be a ratio of one sweet to two savoury dishes across the rotation.

We seek to consolidate prior knowledge gained from primary school and have based our golden threads on the KS2 and KS3 National Curriculum core components. Across Design & Technology pupils need to be able to demonstrate the following skills:

- Technical Knowledge
- Design & Modelling
- Making
- Evaluating

	<b>Design Technology</b> (Clock project)	<b>Electronics</b> (Night Light project)	<b>Food Technology</b>	<b>Graphics</b> (Technical Drawing Skills)
<b>Topics</b>	<ul style="list-style-type: none"><li>• Health and safety and routines within the department.</li><li>• polymers/acrylic.</li><li>• Repeat the use of hand tools accurately, safely and independently</li><li>• Repeat the use of the pillar drill.</li><li>• Research different design styles and use these influences to create your clock designs and final design.</li><li>• Pupils will understand how to accurately make a card template of their clock.</li><li>• Pupils use prior learning to help select appropriate hand tools and equipment and identify the stages in "finishing" Acrylic.</li><li>• They further develop skills in the use of the Coping Saw, Junior hacksaw, different file profiles and the buffing machine.</li><li>• Adhesives and safety</li><li>• Evaluation methods</li></ul>	<ul style="list-style-type: none"><li>• Health and safety and routines within the department.</li><li>• Re introduce electronics, soldering</li><li>• Re cap on basic hand tools</li><li>• Recap use of the pillar drill</li><li>• Mechanical fixings of dissimilar materials</li><li>• Re-introduce the Pillar drill and how to change drill sizes.</li><li>• Evaluation methods</li><li>• Polymers and methods of forming</li></ul>	<ul style="list-style-type: none"><li>• Health and safety</li><li>• Convenience foods.</li><li>• Planning skills.</li><li>• Producing consistent products.</li><li>• Knife skills.</li><li>• Nutrients and their role in the body.</li><li>• Functional properties of ingredients.</li><li>• Cake making methods.</li><li>• Adapting recipes for different needs.</li><li>• Bread making.</li><li>• British cuisine.</li><li>• Food safety.</li><li>• International cuisine</li></ul>	<ul style="list-style-type: none"><li>• Technical drawing skills and rendering</li><li>• 1 &amp; 2-point perspective</li><li>• Isometric drawing</li><li>• Circles in isometric using compass and set squares.</li></ul>
<b>Content</b>	Health and Safety is always a priority and students will continue to work safety in all lessons. Pupils will	Health and Safety is always a priority and students will continue to work safety in all lessons. Students will be re-introduced to working with electronics and asked to re	To start the rotation, students will investigate the role of convenience products within the diet and evaluate the advantages and disadvantages of different examples.	Pupils will be taught drawing skills and will be introduced to 1- and 2-point perspective

<p>investigate design movements and existing products to help influence their design ideas.</p> <p>Students will be re-introduced to acrylic and they will complete a focused practical task. Pupils will gain a further Introduction to polymers FPT and use a template draw on the acrylic to minimise material wastage and demonstrate sustainability. Pupils retrieval knowledge using hand tool (coping saw, files) and the pillar drill from Year 7 will be demonstrated within this project. This project should develop the use of accuracy when using hand tools.</p> <p>They learn to select and use the different file profiles to shape acrylic. They are introduced to the buffing machine and how it is used to polish acrylic safely and accurately for successful outcomes.</p> <p>Pupils learn about methods of joining materials. They are taught how to safely use Tensol glue to assemble the product. Prior skills are used to independently select the correct drill piece to fit the pillar drill so the mechanism can be fitted in to the completed project. Pupils are re-introduced to the evaluation process so they can reflect on the skills they have learnt.</p>	<p>call wat they learnt from making the warning sign and what the components did. They will complete a focused practical task to solder a shape from wire to re-introduce soldering safely.</p> <p>Pupils will generate Design Ideas and peer survey resulting in a completion of a Final Idea reintroducing the design process taught in Year 7.</p> <p>Pupils will make a shade, measure, and draw accurately and cut out acrylic pieces which will be filed smooth using the appropriate files</p> <p>Pupils will evaluate the effectiveness of their Night Light and will critique the effectiveness of their project against their fellow competitors.</p>	<p>Knife skills will be revisited to produce a Pasta Bake and a Chilli in following practical sessions. Cake making will be revisited and students will now be introduced to the function of the different ingredients using technical terms.</p> <p>Students will retrieve knowledge about the Eatwell Guide and relate this information to the different nutrients and their role in the body. This will be linked closely to the production of individual recipes. Pupils will be challenged to suggest adaptations to make a healthier or more balanced option.</p> <p>Effective time management is an area for development as the course progresses. Recipes become more challenging so organisational skills play a much larger part in producing quality products. It is important that students are aware of cheaper, healthier, and more sustainable options in today's climate so discussions on food provenance will be included in the lessons. Students will be challenged to show originality and individual flair. They will then look at the functional properties of ingredients in bread, before developing their own pizza design – it must link in well to the Eatwell Guide as well as appealing to all the senses. Handling high risk products will be a further focus and students will also make a reduced sauce, with an international influence.</p>	<p>drawings, Isometric drawing, Circles in isometric using geometry sets and Orthographic drawings as well as hidden details</p> <p>Pupils will work through the various skills and look at how to render images to improve presentation and communication of ideas.</p>
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#### What enrichment opportunities are available and how do these support learning?

Within Design & Technology students can take part in many after school clubs within the Design and Technology Department, DT Club, Young Engineers Club, Lego Club and Vex Robotics Club. These activities encourage teamwork and inspire students to continue with DT at Key stage four and beyond. In Food Technology we conduct an Interhouse competition where pupils are challenged to produce a technical dish. The purpose of the activity is to encourage teamwork and instil a 'love of cooking'. We also run competitions over the course of the year – some will be in-house whilst others will be national competitions. There will also be house challenges, where students can choose a mild, medium or hot recipe to make at home. Photo entries are then submitted and displayed outside the Food Technology rooms to inspire students to cook at home and would love to photographs of the dishes they produce.

#### What resources can my child access to support?

Your child will be provided with a Year 8 cookbook, with all the recipes to be produced during the course. Pupils are encouraged to practice their skills and we love to hear that students have made the recipes again at home! There are lots of fantastic cookbooks in the LRC and a reliable website is [www.bbcgoodfood.com](http://www.bbcgoodfood.com). In design technology we recommend the following website <https://www.bbc.co.uk/teach/ks3-design-and-technology/z6y96v4> which provides supportive material into the design process. We encourage pupils to be inventive and creative even watching shows like the Apprentice showcases the design process in action.

#### Head of Department:

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### Drama Curriculum Vision:

Great Sankey Drama Department holds the shared vision that is; for all students to experience drama as a powerful means to explore and question the world around them by placing themselves in others' shoes. This is the over-arching intent and will always be at the core of our subject beliefs. Through this we hope to instil a passion for Drama and Theatre. We aim to develop pupils' language register through work in role - using language in a greater variety of situations, for a variety of audiences and purposes, including presentations and debate. Our lessons develop an ethos of respect where all feel able to take risks, raise questions and challenge their own and peers' thinking and in turn experience, and thus develop empathy. Drama students will develop through our issue-based units' compassion, patience, understanding, generosity resilience, to become life-long learners.

Our curriculum is designed to enable students to understand how drama as an art form can communicate to an audience, be able to select and use performance skills and techniques independently and with purpose and to become a reflective practitioner as a result.

Our students will experience the cultural capital of drama through studying practitioners, playwrights, staging, history, styles, and genres. In addition, the ability to analyse and evaluate work is explored both practically and in written form which prepares them for further study at GCSE and provides pupils with a firm grounding in the subject.

### Year 8 Drama Curriculum Aims:

The Drama curriculum has three main areas of focus, these are Making, Performing and Responding. Skills and knowledge in these are assessed both formatively and summatively throughout our KS3 curriculum and are the key skill areas for examination at GCSE. Our curriculum is split into half-termly units. Each unit encompasses key knowledge and skill development tasks delivered as starter activities, in addition to the main task of either performing, making or responding to practical work. Units cover process-based drama, a variety of genres/styles of drama and script-based work.

In Year 8, the curriculum is intended to build on skills and knowledge developed in year 7. Students are taught performance skills and techniques in more depth, they explore issue-based drama and respond as creative thinkers, performers and directors.

Year 8 Drama Curriculum	Topics	Content
Unit 1	Theatre History	<b>Genre based Unit with an assessment focus of Making.</b> This unit introduces students to the development of theatre and its forms. From Ancient Greece to Brecht, students are introduced to Theatre History through the ages and aspects of World Theatre are explored through a range of practical activities.
Unit 2	Interpreting Scripts	<b>Script based unit with an assessment focus of Performing.</b> A range of script extracts are introduced & explored for meaning. Students will develop their ability to interpret a script & bring this interpretation to life, selecting appropriate strategies to communicate intention. Students develop knowledge of a range of playwrights and are introduced to Stanislavski.
Unit 3	The Terrible Fate of Humpty Dumpty	<b>Scripts based unit with an assessment focus of Responding.</b> Building on the knowledge of how scripts work from Unit 2, students are introduced to a play text to explore the issue of bullying. This unit gives rise to discussion on community, prejudice & morality.



<b>Unit 4</b>	Macbeth	<b>Genre based unit with an assessment focus of Making</b> The play introduces students to Shakespeare in performance; they will focus on character, themes & key scenes.
<b>Unit 5</b>	Physical Theatre	<b>Genre based unit with an assessment focus of Responding.</b> Students will be introduced to the genre & different types of physical theatre. They will focus on the work of Frantic Assembly and create a performance. Developing knowledge about creating meaning through movement and confidence in working physically.
<b>Unit 6</b>	Devising: Social Issues	<b>This is a Process based unit with an assessment focus of Performing.</b> Students explore the devising process using relevant social issues as a stimulus. Within this unit they will consider peer pressure and the effects of alcohol on behaviour.

#### **What resources can my child access for support?**

Your child will have access to resources through their online classrooms. Online platforms such as GCSE POD and BBC Bitesize have a fantastic range of resources covering the three areas of assessment focus,

#### **What enrichment opportunities are available and how do these support learning?**

We aim to organise at least one theatre trip per year, we believe accessing live theatre productions enhances students experience of the Arts and helps develop an appreciation for a variety performance styles.

Our weekly extra-curricular Drama club is popular and offers further development of performance skills, through this there are performance opportunities. In addition, as part of the Performing Arts faculty we present a large-scale production, usually a musical, which we encourage pupils across all key stages to get involved with either as a performer, musician, backstage, technical or front of house team. In February 2024 we will be staging "Shrek" the Musical.

**Head of Performing Arts Faculty:**

**Exam board: Eduqas**

Jo Cosgrove

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## English

## Curriculum

## Vision:

English has a pre-eminent place in Great Sankey High School and in the wider community. Our curriculum has been designed to ensure that all students have a chance to succeed, regardless of their starting points. Our seven curriculum threads are intertwined throughout the study of English Language and English Literature. In English, students will study a wide range of socially diverse texts to emphasise the reality of modern-day society and the world around them. All students will study canonical Literature texts, reflecting the rigorous and academic excellence of our subjects. All students have the right to study the discipline of English Literature: to consider how humans have found expression through rebellion; to understand the complexities of relationships and to interpret social inequalities through relevant contextual lenses. A 'Great Sankey English student' will develop a passion for reading for pleasure. They will appreciate a wide variety of fictional genres and explore the conventions of each, developing a clear understanding of how narrative, characters and themes are constructed, and why reader empathy is evoked in different contexts through authorial intent. All students will explore how the discipline of English Language creates a relationship between readers and writers. Students will actively seek to edit and improve, understanding that skilled writers will always reflect in a constructively critical manner on their work. They will strive to use ambitious and precise vocabulary in all areas of written and verbal communication.

We understand that the curriculum is integral to determining the life chances, choices, and opportunities for our students. Therefore, we will never compromise on our high expectations in the pursuit of greatness!

**Year 8 English Curriculum Aims:** Throughout year 8, students will access Accelerated Reader, using the LRC to read and quiz on a variety of appropriately challenging books. By the end of year 8, pupils will have built on their knowledge of reading for meaning, writing for purpose, and speaking and listening with intent.

Year 8 English Curriculum	Topics	Content
<b>Term 1</b>	<i>When the Sky Falls</i> by Phil Earle	In this unit of work, students will read the whole novel, exploring historical fiction through the backdrop of WWII. Through this whole text study, students will build on the skills from Year 7 in being able to analyse how writer's use language and structure to achieve effects and refine their ability to identify and interpret information whilst exploring characters, themes and plot. Students will be able to make links to the texts historical and social context whilst enhancing their cultural capital about key events.
	War and Conflict Poetry	Students will build upon their prior learning of poetry, first introduced in Year 7. This unit of work will focus on more complex terms to develop their understanding of poetic techniques including such meter and form. Students will analyse an anthology based on War and Conflict Poetry from across the 19th, 20th and 21st century. This unit builds on students' understanding of poetic devices and gives them an insight into context of historic and modern warfare. focusing on the impact of language, form, and structure.
<b>Term 2</b>	Short Stories	This unit involves reading three texts that deal with complex moral issues, based around the themes of justice, change and action. As well as engaging with important aspects of critical literacy, the unit also presents opportunities to explore narrative, the development of plot and the representation of character.
	William Shakespeare's <i>The Merchant of Venice</i>	Students will explore the genre of tragedy in further detail, building on their understanding of tragic conventions and exploring the presentation of Shylock's hubris and tragic downfall. They will analyse how Shakespeare's presentation of how key characters and relationships reflect the context of the play. Students will consider how gender, racial and religious stereotypes can be presented and challenged over time.
<b>Term 3</b>	The World of Dickens: 19 <sup>th</sup> century non-fiction	This unit of work explores the theme of inequality in more depth as students read a range of 19th century extracts and start to identify the effects of language in non-fiction. Students will explore the context of the Victorian period and understand aspects of society such as medicine, science, education and the role of police and law. Students will also explore the workhouse, class divide and the role of women in Victorian society. This unit provides students with an opportunity to identify and analyse language techniques, interpreting explicit information and ideas from 19th-century non-fiction texts. Students will develop their skills of critical evaluation of writers' methods; including how literary context can shape meaning.
	Rebellion, Revolution and Romantic poetry	This unit of work will teach students about the concept of power and how power can be abused. Students will explore how the misuse of power often leads to rebellion and chaos. Students will be introduced to the Age of Enlightenment and explore how a range of writers used Romantic ideals to create distinct voices

		within society, highlighting the power of the individual and beauty of nature against the backdrop of the Industrial Revolution. Students will build on their understanding of how writers shape meaning through language choices and poetic devices.
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**What resources can my child access for support?**

Your child will have access to online Accelerated Reader quizzes and their knowledge organiser.

[www.bbcbitessize.com](http://www.bbcbitessize.com)

**What enrichment opportunities are available and how do these support learning?**

**All key stage three students are given the opportunity to participate in the Poetry by Heart Competition, developing their skills of public speaking.**

**Head of Department:**

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**Head of KS3:**

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**Food Technology Curriculum vision**

The National Curriculum states that 'As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.'

As a consequence of this mission statement the decision has been made to focus in the main on practical skills. All assessments will be of a practical nature across the key stage. We aim to add value to everyday life too. In relation to food choice behaviour, the advantage would be good health. Therefore, we aim to educate on healthy eating and making balanced choices, as well as introducing 'go to' recipes and inspiring a love of cooking. These processes then become the resources an individual possesses and employs to make a healthy choice and get ahead in life.

**Year 8 Curriculum Aims**

Students again have a 9 week rotation in Food Technology. The format is 1 theory lesson followed by two practical lessons every fortnight. Students will develop their practical skills further and work on timekeeping and organisational skills. They will look at the role of convenience foods in modern life and be able to identify healthy options that link in with the Eatwell Guide. They will look at different raising agents and how they work in a variety of baked products. Food safety will be another focus of the course.

**Subject content**

All recipes will link to the theory work to demonstrate the key issues of the lesson before. There will be a ratio of 1 sweet dish to 2 savoury dishes across the year. The focus will be on baked products and staple foods in the main.

Year 8 Food Technology Curriculum	Topics	Content
	Convenience foods. Planning skills. Producing consistent products. Knife skills. Nutrients and their role in the body. Functional properties of ingredients. Cake making methods. Adapting recipes for different needs. Bread making. British cuisine. Food safety. International cuisine.	<p>To start the rotation, students will investigate the role of convenience products within the diet and evaluate the advantages and disadvantages of different examples.</p> <p>Knife skills will be revisited to produce a Pasta Bake and a Chilli in following practical sessions. Cake making will be revisited and students will now be introduced to the function of the different ingredients using technical terms.</p> <p>Students will retrieve knowledge about the Eatwell Guide and relate this information to the different nutrients and their role in the body. This will be linked closely to the production of individual recipes. Pupils will be challenged to suggest adaptations to make a healthier or more balanced option.</p> <p>Effective time management is an area for development as the course progresses. Recipes become more challenging so organisational skills play a much larger part in producing quality products. It is important that students are aware of cheaper, healthier and more sustainable options in today's climate so discussions on food provenance will be included in the lessons. Students will be challenged to show originality and individual flair. They will then look at the functional properties of ingredients in bread, before developing their own pizza design – it must link in well to the Eatwell Guide as well as appealing to all the senses.</p> <p>Handling high risk products will be a further focus and students will also make a reduced sauce, with an international influence.</p>

#### What resources can my child access for support?

Your child will be provided with a Year 8 cookbook, with all the recipes to be produced during the course.

Pupils are encouraged to cook or support cooking at home. There are lots of fantastic cookbooks in the LRC and a reliable website is [www.bbcgoodfood.com](http://www.bbcgoodfood.com)

#### What enrichment opportunities are available and how do these support learning?

We conduct an Interhouse competition where pupils are challenged to produce a technical dish. The purpose of this activity is to encourage teamwork and instil a 'love of cooking'. We will also run competitions over the course of the year – some will be in-house whilst others will be national competitions. There will also be in house challenges, where students can choose a mild, medium or hot recipe to make at home. Photo entries are then submitted and displayed outside the Food Technology rooms to inspire others and showcase the talent we have in school. We hope to inspire students to cook at home and would love to see photographs of the dishes they produce.

#### Contact:

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### **Geography Curriculum Vision:**

A 'Great Sankey geographer' is an informed citizen of the world with an understanding of how their lives are connected to others and shaped by the environment that we live in. A geographer is someone that is curious about the world and thinks responsibly about how the world affects us all. Our job at Great Sankey is to create geographers with a knowledge of places within every continent and the physical and human features that comprise each place. For all young geographers, it is important to have a good understanding of the social, political, economic and environmental factors that affect places from a local to a global scale.

Geography is a fascinating subject that is always changing. Geography is classed as a Science whereby 'Geo' means earth and 'graphy' means description. A geographer is someone that studies the Earth. In the words of my hero David Attenborough:

"It seems to me that the natural world is the greatest source of excitement; the greatest source of visual beauty; the greatest source of intellectual interest. It is the greatest source of so much in life that makes life worth living." **David Attenborough**

**Geography** is separated into 'Human' and 'Physical'. The human geography branch deals with the study of people and their communities, cultures, economies and interactions with the environment by studying their relations with, and across, space and place. The physical geography branch is the study of natural processes and patterns. These include the atmosphere, hydrosphere, biosphere and geosphere.

We live in a world of amazing beauty, infinite complexity and rigorous challenge. Geography is the subject which opens the door to this dynamic world and prepares each one of us for the role of global citizen in the 21<sup>st</sup> century. Through studying geography, people of all ages begin to appreciate how places and landscapes are formed, how people and environments interact, what consequences arise from our everyday decisions and what a diverse range of cultures and societies exist and interconnect. Geography is a subject which builds on young people's own experiences, helping them to formulate questions about the Earth.

### **Year 8 Geography Curriculum Aims:**

Year 7 pupils will be taught how to:

- Apply map-reading skills to real-life examples
- Explore different cultures around the world
- Investigate case studies by looking at social, economic and environmental opportunities and challenges, as well as looking at the development of different countries.
- Study physical and human Geography at local, national and global scales

<b>Year 8 Geography Curriculum</b>	<b>Topics</b>	<b>Content</b>
<b>Term 1</b>	Tourism  Coasts	To define the meaning of tourism and how it can help countries suffering from poverty. We will look at case studies in Europe and around the World. We will look at the growth of tourism which can bring positives and negatives. As well as looking at mass tourism, we will also look at ecotourism, extreme tourism and dark tourism in places such as Chernobyl. We will then move on to the topic of Coasts. We will study the processes of erosion, transport and deposition. We will then focus on coastlines that need protecting and focus on strategies to protect the coastlines. We will examine hard and soft engineering strategies.
<b>Term 2</b>	Population/Migration  Tectonics	The first half of the term, we will be looking at population and migration. We will focus on densely populated regions and the affect this can have on people, the economy and the environment. We will focus on case studies such as India and China. We will also look at sparsely populated regions in contrast such as the Lake District. The focus will move on to the migration crisis globally examining the causes and effects. We will look at popular migration routes such as Mexico to the USA and the Mediterranean crossings. The second half of the term will focus on Tectonics. We will look at different plate boundaries and theories around plate tectonics. We will then focus on case studies linked to the effects and responses of volcanoes, earthquakes and tsunamis
<b>Term 3</b>	Carbon cycle/Energy crisis  Water Insecurity	We will start summer term by looking at the carbon cycle and the effect on the environment. We will look at the carbon cycle on land, Ocean and atmosphere. We will examine the over reliance on fossil fuels and the effect on the atmosphere. We will look at possible renewable alternatives such as wind and solar projects. We will also learn about the possible benefits and dangers of nuclear power. We will finish the year on water insecurity. We will examine places which suffer from water stress/insecurity. We will look at strategies to improve water security for sub-Saharan Africa. We will look at case studies in Asia and Africa

### **What resources can my child access for support?**

[www.bbcbitessize.com](http://www.bbcbitessize.com) [www.teachitgeography.co.uk/ks3](http://www.teachitgeography.co.uk/ks3) [www.geography.learnontheinternet.co.uk/ks3/index.html](http://www.geography.learnontheinternet.co.uk/ks3/index.html)

### **What enrichment opportunities are available and how do these support learning?**

Intervention after school with the geography teacher if needed and a Geography Eco Club to be ran weekly.

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## History Curriculum Vision

To provide an education that allows students to develop a greater understanding of the world we live in and why it is the way it is. It will give students the skills and confidence necessary to challenge what they see and are told in the wider world. By studying history students are able to understand their place in the story of not just Britain but the wider world view. In an ever-changing world it is important for students to have the skills to be able to identify fact from fiction, why someone may want to mislead or manipulate an event and how to identify and learn from lessons in the past.

## Year 8 History Aims

Year 8 historians continue to build upon how Britain developed and grew between 1500-1900. This was a period of fundamental change in terms of where power lay in England. Students will study the foundations of our modern-day parliament being challenged, developed and forming into what we know as democracy today. They also study Britain's role in shaping the modern world, the rise and fall of the British Empire, social change from a rural to an urban economy and political change from one led by an authoritarian monarch to a democracy based parliamentary system.

Year 8 History Curriculum	Topics	Content
Term 1	<b>To what extent was authority challenged in the Elizabethan era?</b> <ul style="list-style-type: none"><li>• Young Elizabeth</li><li>• Elizabethan society</li><li>• Mary Queen of Scots</li><li>• The Spanish Armada</li><li>• James I</li><li>• The English Civil War.</li></ul>	Students start year 8 with a depth study into Tudor England and how the Elizabethan society changed its attitude towards education, the justice system and the poor. From there we will study how monarchs were challenged between 1500-1600s, the reasons for the Catholic threat, the consequences of the Spanish Armada and how this had a long-term impact on the Stuart monarchs and their relationship with Parliament. Again, the core of our skills focuses on change and continuity, causation, source and analysis and interpretations.
Term 2	<b>What is the legacy of the British Empire?</b> <ul style="list-style-type: none"><li>• The Slave Trade</li><li>• India &amp; Africa before the British Empire.</li><li>• Britain's impact on India.</li><li>• The Scramble for Africa.</li><li>• Resistance to British Colonisation</li><li>• How did the Empire impact Victorian society?</li><li>• Jack the Ripper</li><li>• Women in Victorian Britain.</li></ul>	In the Spring term we look at the growth of the British Empire and its impact on India and the 'Scramble for Africa'. In the second half term we will continue to compare the changes that Britain went through in the Victorian period as society adapted from a rural to an urban economy and how that would affect people's attitudes towards society, the justice system, changing attitudes towards the poor and women.
Term 3	<b>Why did Britain experience an industrial revolution between 1750-1850?</b> <ul style="list-style-type: none"><li>• The Glorious Revolution</li><li>• The factory system</li><li>• Working conditions</li><li>• The Slave Trade</li><li>• Liverpool and the Slave Trade</li></ul>	In the Summer term students will look at the restoration of the Monarchy after the English Civil War and the impact this had on the role between the Monarch and Parliament. We will then study the causes and consequences of the Industrial Revolution, this will include a study of the factory system and working conditions. The theme of society and the economy will continue to be studied by looking at the causes and consequences of the Industrial Revolution in Britain. We will study the causes and consequences of the Slave Trade including a case study of how the Slavery affected Liverpool.

## What resources can my child access for support?

Students can access core information within their knowledge organisers, the ILC has a broad range of reference books and BBC bitesize is an excellent source of additional knowledge.

## What enrichment opportunities are available and how do these support learning?

There is a ks3 debate club that runs once a half term these look at key historical questions across outside of the curriculum.





**Mathematics Curriculum Vision:**

Mathematics is a universal language and one that our department is completely passionate about at all levels. It is a fundamental skill that is needed for everyday life and for understanding the world around us. Key to areas such as finance, science, technology and engineering, it is vitally important that a learner has the best possible grounding in mathematics from their education. They need to understand the mathematics they learn in order to approach problems that need to be solved creatively, whilst showing a level of confidence and fluency in using and enhancing the mathematical skills that are valued highly in industry and higher education.

Building upon the core values that are at the heart of our school, the department are tasked with delivering Quality First Teaching across all Key Stages. Regardless of the ability they are teaching, they encourage learners to develop their potential to the fullest. This is coupled with showcasing their enthusiasm and knowledge of our phenomenal subject to engage and engross all stakeholders in our learning community.

**Year 8 Mathematics Curriculum Aims:**

Building upon the skills that have already been started in Year 7, students continue to develop their abilities in the key strands of our subject; Number, Algebra, Geometry and Measures, Ratio and Proportion, Probability and Statistics. As part of the Recovery Curriculum, we will continue to revisit key skills that students need to be successful in the subject as retrieval activities or recaps.

Year 8 Mathematics Curriculum	Topics	Content
<b>Term 1</b>	Ratio and proportion. Interpreting and constructing data charts and graphs including scatter graphs. Transformations of shapes. Percentages (increase, decrease, reverse percentages). HCF and LCM and prime factor decomposition in and out of context, indices, standard form.	<p>Year 8 begins with ratio and proportion, a crucial number topic in mathematics. Students will be introduced to the notation and how to work with ratio and proportion in a variety of real-life scenarios, examples include in map scales and recipes. We will link ratio and fractions together so students can move seamlessly between the two.</p> <p>Our first taste of statistics is next with the aim for students to be able to confidently interpret and construct charts and graphs (including scatter graphs). This will allow students to strengthen their analytical skills in order to become increasingly aware of the needs of the data rich environment that we live in.</p> <p>We move onto geometry and transformations which provides a critical pathway to design and also to compound the understanding of mathematical properties, including the use within geometrical proof. The use of vectors is also a key skill that will be developed across the course of further years.</p> <p>Moving into number work once more, students deepen their knowledge of proportion and will study all aspects of percentages, the focus being on how to apply them effectively to cross-curricular problems and ones that they may encounter in real life. Here we also review HCF, LCM and prime factor decomposition and place it into a contextual scenario so that students continue to work on problem solving in this area. Completing this term, we will look at Indices and Standard Form, where students develop an understanding of the laws that underpin this area, critical to mathematics and number theory and also to Physics and Chemistry.</p>
<b>Term 2</b>	Expanding and factorising expressions, including quadratics. Probability including tree diagrams and sample space diagrams. Solving equations and rearranging formulae. Equations of lines ( $y = mx + c$ , gradients and intercepts). Inequalities: Solving and displaying graphically. Bearings, construction and loci.	<p>Pupils begin term 2 by extending their knowledge in algebra, from retrieving skills for expressions to extending it to quadratics, which is a key element to be a high achieving mathematician at GCSE and beyond.</p> <p>The second term continues by looking at probability and for the first time looking at tree diagrams and sample space diagrams. These are greatly important for it allows us to logically display the potential outcomes of events. Having a logical and well-thought out approach to these types of situations bodes well for being able to solve problems across a wide range of subjects and allows for students to continue to develop excellent risk management skills.</p> <p>The term moves into its next algebra phase by extending the techniques needed to solve a range of algebraic equations, forming and solving these to solve problems. The introduction of rearrangement of formulae is a key skill that is needed not just in science and engineering, but when trying to find out what would be the number or time needed in order to fulfil and order or a problem in life, such as conversion between Celsius and Fahrenheit when travelling between a range of countries or when utilising different ovens. This leads into looking at inequalities for the first time</p>

		<p>in an algebraic sense. Although students will have met and worked with inequality symbols before, the algebraic form of solving is a critical part of financial education in areas like linear programming and simplex method, which works with constraints to get the optimal solution. It is also a key part of problems solving in a linear and quadratic sense. The movement onto the topic of equations of lines starts to embed the idea of <math>y = mx + c</math> and also the key properties that come from this in terms of gradients and intercepts, which are a critical part of graphs in Physics, Biology, Geography and Engineering to name but a few.</p> <p>After a brief reminder of angle properties from Year 7, we then continue the second term and move into bearings and their real-life applications in navigation, before ending the topic on constructions and how these can be applied to solve loci problems in mathematics.</p>
<b>Term 3</b>	<p>Sequences</p> <p>Area and perimeter of 2D shapes including parts of circles and compound shapes.</p> <p>Pythagoras' Theorem.</p> <p>Trigonometric ratios.</p>	<p>As we begin the final term in Year 8 we move back to algebra, with the focus being on sequences. Students will identify and find mathematical rules for number and pattern linear sequences. They will be introduced to famous sequences such as Fibonacci and also look at sequences in patterns to apply their skills in context.</p> <p>Our final focus for this year is geometry and measure. We begin by working in two dimensions and look at area and perimeter, including circles and compound shapes. Being proficient at this is great for future work in construction and other areas, such as landscape architecture and developing strategies when dealing with environmental emergencies that may require exclusion zones for safety, such as oil spills or forest fires. This also gives us an excellent opportunity to link into our work last term on loci and constructions.</p> <p>The shape theme continues towards Pythagoras' Theorem. This fabled area of our mathematics curriculum is key in many areas, from finding the distance between two points in two and three dimensions, to being able apply it coordinate geometry and circle theorems in future years. A final extension of our geometry work is to introduce trigonometry in right-angled triangles to build the foundations needed for Year 9 and beyond.</p>

#### What resources can my child access for support?

The department subscribes to [MathsWatch](#) for which students are provided with logins. Students also have access to [Kerboodle](#) where our textbook that links to our programme of study are located. The excellent resources on [Corbett Maths](#), including the 5-a-day questions, worksheets and exam-style questions are also an excellent resource to use, along with [BBC Bitesize](#) and [Seneca Learning](#) provide additional support for students.

#### What enrichment opportunities are available and how do these support learning?

Year 8 students have the opportunity to attend weekly support sessions on Thursdays in the Mathematics Department that allow them to develop and enrich their mathematics skills. High-achieving students in Year 8 will be invited to take the UKMT Junior Mathematics Challenge in April and be considered for selection for Great Sankey High School team for the UKMT Team Mathematics Challenge.

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#### Exam board

[AQA 8300](#)

## MFL Vision

A 'Great Sankey Linguist' will have a strong desire to be able to communicate in another language. They will appreciate the concept that 'English is not enough' and they will have a deep interest in broadening their knowledge of the cultures of the people who speak the language they study. They will be open-minded and have a desire to learn about the customs, traditions and daily routines in countries around the world. They will be risk-takers and be willing to take on the challenge of communicating in a language other than their own native tongue. They will develop the ability to express themselves in a different language through an increasingly growing vocabulary and a deepening knowledge of grammar. They will become more confident as their fluency and spontaneity increase and will develop the linguistic skills which could enable them to pursue the study of further foreign languages. In our global society, where there is a strong likelihood that future employment will transport today's young people to distant horizons, the ability to speak a foreign language is and will continue to be, a much sought-after skill.

### Year 8 French Curriculum Aims:

The focus in year 8 is for the pupils to continue to develop their communication skills through language acquisition and the understanding of a wider range of grammar skills. These skills are transferrable across the range of topics which they study over the course of the year. Pupils will continue to develop competence in speaking, listening, reading and writing. They will be able to understand personal and factual information and by the end of year 8 they will be in a position to further develop the skills which they have acquired.

Year 8 French Curriculum	Topics	Content
<b>Term 1</b>	Winter and summer sports, opinions and preferences, referring to past sporting activities, countries, types of location, weather, ideal holiday, holiday in the past. <b>Grammar:</b> jouer and faire, 2 verb constructions, perfect tense of 'jouer' and 'faire'. 'aller' in the present, prepositions + places, re-visit 'je voudrais + infinitive', perfect tense of 'er' verbs	In addition to consolidating their use of verbs in the present tense, pupils will be able to use the past tense in their speaking and writing and they will be able to express opinions using two time frames. They will all be able to give an account of an event in the past tense. They will re-inforce skills required to translate to and from the target language which are required for future learning. Pupils will be able to apply the rules for prepositions and place.
<b>Term 2</b>	TV genres, musical genres, cinema, leisure activities related to technology, potential dangers of social networks <b>Grammar:</b> Extend opinions using 'faire' and 'rendre', object pronouns, re-visit perfect tense, c'était to give an opinion in the past, revisit adjectival agreement, impersonal structures	Pupils in all languages will be able to speak and write about how they spend their free time. They will be able to understand different viewpoints relating to media and technology and express their preferences. They will consider the risks of using social media and consider how to avoid/ reduce these risks. They will re-inforce skills for the photo card question which are required for the GCSE. In each language they will learn new structures to add complexity to their speaking and writing. They will re-visit and consolidate their knowledge of the perfect tense.
<b>Term 3</b>	Health: revisit language for food and drink, healthy eating and lifestyles, healthy resolutions Grammar: Adjectival agreement, impersonal structures, perfect tense, simple future tense, using the immediate future <b>All MFL students in year 8 study a cultural topic at the end of the year.</b> Festivals: famous festivals in France, research project	By the end of year 8, students will now be able to identify 3 time frames. They will be able to produce an extended piece of writing which includes references to 3 time frames and justified opinions. All students will be able to use the 1 <sup>st</sup> person verb endings of regular and key irregular verbs. They will know how to distinguish between gender of singular and plural nouns and the need to apply the grammatical rule of adjectival agreements. The knowledge of cultural celebrations and traditions is an exciting part of learning a language but also this topic is now part of the GCSE specification so exposure to different cultural traditions is vital.

### What resources can my child access for support?

Your child will have access to online resources through Kerboodle and their knowledge organiser.

[www.bbcbitesize.com](http://www.bbcbitesize.com) [www.languagenut.com](http://www.languagenut.com)

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## MFL Vision

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### Year 8 Spanish Curriculum Aims:

The focus in year 8 is for the pupils to continue to develop their communication skills through language acquisition and the understanding of a wider range of grammar skills. These skills are transferrable across the range of topics which they study over the course of the year. Pupils will continue to develop competence in speaking, listening, reading and writing. They will be able to understand personal and factual information and by the end of year 8 they will be in a position to further develop the skills which they have acquired.

Year 8 Spanish Curriculum	Topics	Content
Term 1	Places in a town, directions, weekend plans, food and mealtimes, healthy eating. <b>Grammar:</b> 'hay', 'ir = infinitive verb (future tense)', use of the imperative, present tense of –er verbs, adjectival agreements,	In addition to consolidating their use of verbs in the present tense, they will re-inforce skills required to translate to and from the target language which are required at GCSE. They will be able to understand and give instructions in the context of directions. They will also be able to use the near future tense to discuss future weekend plans. Students will talk about what they like to eat/ drink, and discuss different mealtimes. They will learn about the difference between eating habits in the UK compared to the Spanish speaking world, learn how to order Tapas discuss what makes a healthy diet They will re-visit and re-inforce their knowledge of the rules applied to impersonal verbs (gustar).
Term 2	Holidays- past and present, transport, Internet, social media, TV and cinema and musical tastes. <b>Grammar:</b> 'soler' + infinitive, preterit tense	Pupils in all languages will be able to use the past tense in their speaking and writing and they will be able to express opinions using two time frames. They will all be able to give an account of an event in the past tense. Pupils in all languages will be able to speak and write about how they spend their holidays. They will be able to understand different viewpoints relating to media and technology and express their preferences. They will re-inforce skills for the photo card question which are required for the GCSE. In each language they will learn new structures to add complexity to their speaking and writing. They will re-visit the structure 'soler + infinitive' to talk about habitual actions. Students will now be able to identify 3 time frames. They will be able to produce an extended piece of writing which includes references to 3 times frames and justified opinions.
Term 3	Clothes, fashion and styles, high street shops and large department stores, Daily routine- morning and afternoon, <b>Grammar:</b> Present continuous, Reflexive verbs, <b><u>All students will study a cultural topic at the end of the year.</u></b> - San Fermín festival.	All students will be able to use the 1 <sup>st</sup> person verb endings of regular and key irregular verbs. They will know how to distinguish between gender of singular and plural nouns and the need to apply the grammatical rule of adjectival agreements. The knowledge of cultural celebrations and traditions is an exciting part of learning a language but also this topic is now part of the GCSE specification so exposure to different cultural traditions is vital.

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**Music Curriculum Vision:**

A 'Great Sankey Musician' is committed, creative individual with increasing confidence; they are role models and ambassadors for our Great Sankey musical family. A Great Sankey Musician will become an effective communicator, whilst also developing skills to listen with a critical ear, nurturing a platform to celebrate success and reflection for further improvement (both for themselves and also for others). Our musicians naturally become leaders, developing their teamwork skills to fruition, enhancing values such as inclusiveness, respect, and fairness. Our musicians are tenacious, resilient and disciplined; they are dedicated to both independent and collaborative learning, understanding the importance of private practice and also the vitality of commitment to an ensemble. Above all, our musicians develop human values such as learning to love, show empathy and compassion, enthusiasm, passion, emotional intelligence, beauty and good humour.

**Music is a universal language that embodies one of the highest forms of creativity.** Our music curriculum is certainly broad and balanced as it encompasses Science, Maths, Literacy, MFL, History, P.E., research skills and above all, Art. Our carefully crafted curriculum will engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon. Above all, our curriculum will ensure a development of "family ethos"; our students will have a home where they feel safe, happy, valued, loved, trusted as they will naturally be provided with opportunities to lead and perform on a platform for sustained progress. Our students are individuals and our spiral curriculum will nurture and develop "the whole child". We are a local lead Ambassador Music School "Accent" (Warrington/ Halton); exemplified by our curriculum and extra-curricular offer.

**Year 8 Music Curriculum Aims:**

Our curriculum is split into half-termly units, which are covered on a carousel. Each unit encompasses reading and listening tasks, delivered as starter activities, in addition to the main assessment task of either a performance, composition or listening test; these are the three areas of skill for GCSE Music. Students will complete "do now" tasks related to different units on the carousel to assist with the development of long-term memory concerning key musical vocabulary in preparation for the to the KS4 musical courses. Throughout Year 8, students will cover the following topics, but not necessarily in this order.

Year 8 Music Curriculum	Topics	Content
<b>Unit 1</b> (HT1)	Keyboard Performance 2	Students will prepare a performance of Beethoven's "Für Elise" on the keyboard. This helps them to develop important keyboard skills, as well as recapping their understanding of pitch and rhythm. The topic introduces new notes for them to learn, and reinforces the need for fluency and accuracy when performing. Student are also inspired by one of "the greats" (Beethoven) developing their cultural capital.
<b>Unit 2</b> (e.g. HT2)	Ensemble Performance	Students will learn how to combine melody and accompaniment, culminating in them delivering a performance in pairs. Following on from half term 1, they will also develop their fluency with sharps and flats. This is also a great preparation for the ensemble performance as part of the GCSE Music course, in addition to linking to AoS2 for GCSE Music Component 1.
<b>Unit 3</b> (e.g. HT3)	Music Technology	Students will develop their composition skills by developing an original piece of music using 'BandLab Education'. This is a step up from what they learnt in Year 7, as instead of structuring pre-recorded loops, students will learn to create a develop their own musical ideas. This is a development of the music technology skills learnt in Year 7 and consequently helps to prepare for the KS4 music technology course and Component 2 of the GCSE Music course.
<b>Unit 4</b> (e.g. HT4)	Samba Performance	Building on the from the polyrhythmic African drumming module studied in Year 7, students will perform a samba piece as a class, and play solo parts. This introduces them to new instruments and cultural elements of music, as well as helping them develop their rhythmic and ensemble skills. This also links to AoS3 for GCSE Music Component 1.
<b>Unit 5</b> (e.g. HT5)	Blues Performance ,	Students will focus on improvisation and rhythm. Students will prepare a 'Blues' performance, by performing the 12 Bar Blues chord progression and improvising a melody over the top of it. This also links to AoS3 for GCSE Music Component 1.
<b>Unit 6</b> (e.g. HT6)	Film Music	Students will learn about how music is used to enhance films and communicate themes to listeners. This expands their understanding of the purposes and functions of music, developing their listening skills and their understanding of the role of a composer. This also links to AoS4 for GCSE Music Component 1.

**What resources can my child access for support?**

Your child will have access to online resources through Microsoft Teams. We will also be showcasing of performances through the school YouTube Channel.

**What enrichment opportunities are available and how do these support learning?** We offer an extensive programme with several extra-curricular groups and performance opportunities. As a performing arts faculty, we will be staging a production of "Shrek" in February 2024. In addition to this, extra-curricular groups and concerts will run throughout the year including vocal and instrumental ensembles. Students can also choose to have private instrumental/ vocal lessons delivered on a one to one basis.

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### Physical Education Curriculum Vision:

The intent of the Physical Education programme at Great Sankey High school is for students to enjoy and engage in physical activity, with the ambition to develop the skills and knowledge required to allow all learners, regardless of background and ability, to access a range of sports and physical activities both in school, during curricular and extra-curricular activities, as well as outside of the school environment. This could include an interest in sport both as a performer or spectator.

If learners have these skills and knowledge and enjoy physical activity, they will confidently adopt a physical healthy lifestyle that they will maintain into later life. They will be aware of the impact that sport and physical activity has on overall wellbeing.

### Year 8 Physical Education Curriculum Aims:

Students should build on and embed the physical development and skills learned in year 7, becoming more competent, confident and expert in their knowledge and techniques, and apply them across different sports and physical activities.

Development will focus on motor competence, declarative and procedural knowledge.

Students will be assessed using the concept of Head, Heart and Hands, to promote students all round development, promoting physical, social and mental well-being.

**Head-** Knowledge and understanding of the activity, Analysis and feedback, Rules and regulations, Knowledge of fitness components

**Hands-** Physical ability and fitness levels, Apply skills to competition, Application of tactics, Problem solving

**Heart-** 100% effort, Respect to peers and staff, Resilience when things get tough, Confidence in my ability

### Year 8 Curriculum Plan:

Students' complete activities on a rotation basis. The broad and balanced curriculum builds upon the students' experience in year 7. Revisiting the basic knowledge, skills and introducing some more complex skills and tactics of a range of games and other physical activities.

	Activities Include	Content
Term 1&2	Badminton	Throughout each activity students will be challenged to further develop knowledge and understanding alongside the practical performance of skills and techniques.
	Basketball	
	Creative Movement (Gym and Dance)	
	Fitness	Key values of friendship, courage, inspiration, determination, equality, respect and excellence will be promoted through PE and sport.
	Football	
	Handball	Lessons are structured to ensure pupils are physically active for sustained periods of time.
	Netball	

Term 3	Rugby	In Year 8 within practical lessons students will also focus on:
	Tennis	<b>Linking Physical activity and sport to health, fitness and mental well being.</b> -The positive impacts exercise can have on PSE well-being.
	Athletics	Short term and long-term effects of exercise. -What happens when we exercise.
	Striking and fielding games (Cricket & Rounders)	

### What resources can my child access for support?

Information and resources for different sports can be found in the relevant National Governing Body websites. The BBC Sports Academy website is also a useful resource:

<http://news.bbc.co.uk/sport1/hi/academy/default.stm>

### What enrichment opportunities are available and how do these support learning?

There is an extensive extra-curricular programme run by the PE department. Clubs are open to all students and (where applicable) competitive teams are selected from those students who attend the clubs. The department also runs a regular internal competition, giving all students the opportunity to play competitively.

Students also have the opportunity to sign up to our sports scholarship programme. Within this student have the opportunity to further develop physical skills, whilst also developing leadership and officiating skills.

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## RS Curriculum Vision

In RS our intention is to provide a curriculum that ensures varied and enriching lessons that prepare students for life in a culturally diverse modern world. RS allows students to understand the beliefs and practices of the religions and world views that not only shape their history but their world today and to appreciate how religion, philosophy and ethics form the basis of our culture. The RS curriculum encourages enthusiasm in the study of other people's beliefs and ensures students have an understanding and respect for different cultures and communities by exploring what it means to be a part of that faith. The RS curriculum widens a student's awareness of their own surroundings, reflecting on our ever-changing world and society and a wide range of issues and big questions that affects millions of people around the world e.g. abortion and euthanasia. The RS curriculum allows students to understand and unravel the concepts they encounter, encouraging them always to be challenged in their thinking. RS allows each student to express their own beliefs and values, giving students the opportunity to think about what they believe and reflect on their own choices, allowing them to develop their own ideas and opinions, whilst understanding why some hold viewpoints and beliefs that are different to their own. Studying RS will allow pupils to adopt an enquiring, critical and reflective approach to the world in which they live. It will encourage a critical mind set and allows the development of skills such as textual analysis, critical analysis, synthesis, evaluation and empathy. RS promotes mutual respect in a diverse society.

## Year 8 RS Curriculum Aims

At KS3 we consult the agreed syllabus to ensure the main themes are covered. The Lancashire Field of Enquiry model investigates the central question is '**What does it mean to be human?**' In order to explore and investigate the question there are four key themes to study throughout Years 7 and 8:

1. Shared human experience
2. Living religious traditions
3. Beliefs and values
4. Search for personal meaning

Year 8 RS Curriculum	Topics	Content
<b>Term 1</b>	Students study who are <b>role models in the world</b> and examine the key beliefs and practices in <b>Hinduism</b> .	Students begin the year by studying <b>inspiring people</b> who have worked to make positive changes in the world. Students will unpack what it means to be inspirational and study key figures such as Ghandi, Rosa Parkes, Martin Luther King, Emmeline Pankhurst, Osacr Romero and Greta Thunberg. In the second half of the Autumn term students study the beliefs and practices in <b>Hinduism</b> . Hinduism is the oldest of the six main world religions and has a world population of 1.2 billion people. It is the third largest religious group in the UK today. Students study Hindu beliefs about God, looking specifically at the trimurti. In this unit students will explore how and where Hindu's worship and will investigate key festivals and pilgrimage sites in Hinduism. Students will study the Hindu belief in reincarnation, reflecting on their own views about the afterlife.
<b>Term 2</b>	Student's study ' <b>How do we make moral decisions?</b> ' and the key beliefs and practices in <b>Buddhism</b> .	In the first half of the autumn half term students study <b>how people make moral decisions today</b> . Students explore different approaches to moral decision making such as utilitarianism, situation ethics and natural moral law, considering which they feel is the right way to make moral decisions today. Students will also examine the importance and authority of holy books in guiding religious people when making moral decisions. Students apply these ethical theories to the issues of animal testing, genetic engineering, and forgiveness. In the second half of the spring term students study the key beliefs and practices of <b>Buddhism</b> . There are approximately 535 million Buddhists in the world today. Students will study the life of Siddhartha Gautama and how his life led to the religion of Buddhism. Students will explore the key Buddhist beliefs of the four noble truths, eight-fold path, reincarnation, and nirvana. Students will examine how Buddhist's worship and will explore key Buddhist festivals. Students will finish the unit by looking at how Buddhism has spread today and the different Buddhist denominations today.
<b>Term 3</b>	Students study the <b>key beliefs and practices in Sikhism</b> and a unit exploring what <b>philosophy</b> is.	In the second half of the summer term students examine the key beliefs and practices of <b>Sikhism</b> . Students study how Sikhism began, studying the key figure of Guru Nanak. Students also study the importance of the Khalsa and 5 K's for Sikhs today. Students explore how Sikh's worship, looking at the Guru Granth Sahib and Gurdwara. Students also examine how Sikhs helps their local community, investigating the role of the langar and charity work. Students will finish Year 8 by studying the unit ' <b>What is philosophy?</b> ' Students will explore what philosophy is, focussing in particular on the Greek philosophers, Socrates and Plato. Students will examine key philosophical proofs for the existence of God such as the Design and Causation argument. Students will also explore some of the key philosophical arguments against the existence of God such as the problem of evil and the challenge from science. Students will finish the unit by examining the belief in a soul, reflecting on their own beliefs.

## What resources can my child access for support?

Your child has a knowledge organiser that gives a summary of the key knowledge and vocabulary for all of the units of work covered. Some useful websites to support your child's learning further are [www.bbcbitesize.com](http://www.bbcbitesize.com)

## What enrichment opportunities are available and how do these support learning?

To ensure students are as engaged and as enthusiastic with their learning as can be the department has offered a range of learning opportunities outside of the classroom including trips to Auschwitz, Rome and places of worship. The department has also held deeper learning days such as Holocaust Memorial Day and World Religion's Day.

**Head of Department:**

Exam board AQA <https://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-a-8062>

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### Science Curriculum Vision:

A 'Great Sankey Scientist' is a curious individual with an inquisitive and enquiring mind. They strive for answers about how or why something behaves or acts the way it does. They investigate, considering all the factors that can affect their results and then evaluate their methods and strive to improve what they have done. They can make an open-minded attempt to explain the world around them using evidence and facts. They understand the value of evidence over opinion, can spot trends in data, make conclusions, and link them with explanations and understands the need for peer review. Students are not afraid to challenge ideas (in a positive way.) They have the self-motivation to read around the subject and continue their learning beyond the classroom. They think in a logical, systematic, and rational way. They are also able to use abstract thinking to link ideas and concepts together. They are problem solvers (solution focussed) with good numeracy, scientific literacy, and oracy skills. They can look at the complex systems within Biology, Chemistry and Physics and explain how they work in terms that anyone can understand. Science solves problems that affect everybody, and it enhances life where problems are not there anyway. Science provides the economic growth this country depends on. Science help pupils understand the world around them and 'how they fit.' Science provides knowledge and understanding that allows pupils to better engage in wider society. For example, pupils will have a more informed viewpoint on climate change, medical techniques, natural conservation, recycling of different materials, or nuclear power..... the list is endless! It may even lead them to become experts and leaders in these current issues; they could in turn influence future culture.

### Year 8 Science Curriculum Aims:

The year 8 curriculum builds on units of work previously studied in year 7, as well as developing their practical, problem solving, planning, analysis and evaluative skills further, deepening understanding and strengthening the links between key concepts, leading on to larger overarching topics and helping to instil a love of Science and develop their curiosity and questioning of the world they live in. The course is delivered as 6 lessons fortnightly by a specialist science teacher. By the end of year 8, pupils will have studied several units in each of the 3 science subjects, Biology, Chemistry and Physics. These units will be revisited throughout years 9 to 11 and have been sequenced so that the pupil's knowledge in Biology, Chemistry and Physics will build upon the foundations that they have learnt in years 7 and 8. By the end of year 8 pupils should be clear on where the units of work fit into the science curriculum and how their lessons can be linked to each other and to units they will study as they move into year 9.

Year 8 Science Curriculum	Topics	Content
Term 1	Health and lifestyle, Periodic table, Separating Techniques and Electricity and magnetism.	The first 3 units in Biology, Chemistry and Physics are health and lifestyle, periodic table and electricity and magnetism. These each build on units taught in year 7. Health and lifestyle looks at how lifestyle choices can affect body systems. Periodic table and separating techniques build on the properties of elements first introduced in year 7. Electricity and magnetism build on prior knowledge of forces.
Term 2	Ecosystem processes, Metals and acids, The Earth and Energy.	These units build upon the units developed in the first term as well as those taught in year 7. Ecosystem processes starts to look at biochemical processes in whole organisms rather than just cells, organs, and organ systems. Metals and acids start to look at chemical reactions, building on elements and the periodic table. Energy has links to health and lifestyle as well as starting to introduce key equations that are revisited throughout KS4. The Earth unit introduces the idea of our environment, atmosphere and sustainability which is a key concept in the Chemistry GCSE.
Term 3	Motion and pressure, Adaptations and inheritance	These are the final units in year 8 that form the foundations of the key themes in science and support further study through to GCSEs in year 11. Adaptations and inheritance build on ecosystems, looking at how organisms fit in to their environments. Motion and pressure build on the particles in solids, liquids and gases introduced in year 7. At the end of year 8 pupils complete a research project on adaptations and look at the lives of some of the animals in the world around us.

### What resources can my child access for support?

Their classroom teacher will provide guidance and support throughout the year, also your child will have access to online resources including text books, podcasts, exercises and questions through [www.kerboodle.com](http://www.kerboodle.com). Students may also find the following resources useful to access the national curriculum and revision materials. When using these websites please make sure, KS3 science is selected.

SENECA- [Free Homework & Revision for A Level, GCSE, KS3 & KS2 \(senecalearning.com\)](http://www.senecalearning.com)

BBC bitesize - [www.bbcbitesize.com](http://www.bbcbitesize.com)

**What enrichment opportunities are available and how do these support learning?**

Throughout the year students will be invited to take part in trips, attend talks and presentations with inspirational scientists linking to course content and future aspirations. In house, we have a very successful STEM club and we have now reached a stage now where we cater for a range of abilities across all year groups. STEM club, at KS3, is designed to get students used to working safely in a laboratory environment with equipment that they may not normally get to use until KS4 (for example flame testing). We strive to peak pupils' interest in science and the scientific process through experimentation, independent design and working well as a team, and its incredibly good fun! Alongside this we run projects throughout the year using knowledge and skills gained in Science making strong links with our ever change world.

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**Second in Science**

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**Computing Curriculum Vision:**

In Computing, we strive to prepare all pupils at Great Sankey High School to be workplace ready and digitally literate through sequencing a relevant and knowledge rich curriculum that enthuses, engages and challenges all. We will enable our computer scientists to become autonomous and ambitious learners. We aspire for each of our pupils to be resilient, independent and creative. Pupils will develop their skills in Computer Science, Information Technology, Digital Literacy and Business Studies for the present, and for the future, so that they can thrive in a digitally changing world.

**Year 8 Computing Curriculum Aims:**

The Year 8 curriculum in Computing aims to ensure all pupils are confident in using a range of software packages such, presentation software, word processing software and spreadsheet software. We seek to consolidate prior knowledge of using a range of devices at home or at primary school whilst embedding the Key Stage 3 concepts of the Computing national curriculum. This reinforces our golden threads of Computer Science, Information Technology, Digital Literacy and Business and Enterprise.

<b>Year 8 Computing Curriculum</b>	<b>Topics</b>	<b>Content</b>
<b>Term 1</b>	Website Architecture Python Programming	During term 1, pupils will advance their text based programming skills from Year 7 by being introduced to a new language of HTML where they will build a website for a given scenario. They will learn the different tags used to create websites and how to format them correctly. Following this, pupils will explore text based programming further by understanding the features needed to program a Netflix menu app in Python. Pupils will learn about programming techniques including sequencing, selection and iteration. When creating their code in Python, pupils will be expected to test their computer programs and to fix any syntax errors which may occur. They will also be taught what functions and procedures are in computer programming.
<b>Term 2</b>	Networks Data Representation	The networking unit gives the pupils the opportunity to learn the components of a network and how the computers talk to each other. Pupils will then set up and run a simulation of a network to help them understand how it all works. The data representation unit looks at unit of data and what the storage types are. Pupils will be expected to understand what binary is and why computers need it. Pupils will learn how to convert between binary and denary, binary addition and hexadecimal conversions. This links to future learning for pupils who opt to study GCSE Computer Science in Year 10 and 11.
<b>Term 3</b>	Spreadsheets MicroPython	This term we ensure pupils remain up to date with workplace software such as spreadsheets, this software is revisited from Year 7 where we develop the skills learnt and continue to instil confidence in the pupils' abilities. They will learn more complex skills using Excel and complete a project to showcase the skills they have learned in Year 7. Pupils will complete Year 8 by delving into how BBC micro:bits can be programmed using Python. They will investigate what a BBC micro:bit is and produce a range of programs to light up the LEDs including sequencing, selection and iteration. Pupils will make use of an online emulator with the opportunity to see how the code can be translated from the emulator on to the physical device. They will also need to be creative and resilient when building their MicroPython apps.

**What resources can my child access for support?**

All lesson resources will be made available via Microsoft Teams and OneNote which pupils can access from home. Pupils can download Microsoft Office for free via office.com using their GSHS login details.

**What enrichment opportunities are available and how do these support learning?**

We have a very successful coding club which runs weekly after school where pupils have the opportunity to learn new programming languages and work on different projects such as BBC micro:bits, games development and robotics. This allows pupils to learn through creative projects of their own choice and interests. Year 9 girls have the opportunity to take part in the Barclays Girls Allowed IT trip. This is a fantastic opportunity for young women to see the opportunities in different STEM roles. From Year 9 upwards, we offer the Cyber Discovery competition, where pupils are able to put their in class knowledge of cyber threats to the test and complete different challenges against other pupils across the UK. Pupils who progress through each round will continue to develop new skills but also have the opportunity to take part in a live simulation in London. We strive to peak pupils' interest in all areas of Computing through experimentation, independent design and working well as a team.

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