



Year 8 Spring Curriculum Newsletter



English: Year 8

Strand A

What did Year 8 focus on in the Autumn term? Animal Farm by George Orwell

Big Question: How is inequality presented within an allegory?

- Who was George Orwell?
- What are the purposes of fables and allegory?
- How is communism different to socialism?
- How is the extended metaphor of the farm and animals used?
- What do we learn about the Russian Revolution?
- How is Utopia and Dystopia presented within the novel?
- How does Animal Farm link to The Russian Revolution as an allegory?
- What is propaganda and how is it used within the novel?

What do Year 8 focus on in the Spring Term? Short Stories

Big Question: How are women portrayed in short stories?

- Does A Vendetta follow the usual structure of stories?
- Is the protagonist justified in her actions?
- What is the context of 'Lamb to the Slaughter'?
- Compare the female protagonists within two stories.
- How Can I Create Atmosphere?
- How is language and structure used to create atmosphere?

What are the success criteria for this topic?

- Understand the short story genre;
- Understand how women are portrayed in stories;
- Explain how language and structure techniques, including setting, create meaning;
- Compare style and content in short stories.

Strand B

How do Year 8 students develop their writing skills? Mastery Writing

Big Question: How do I write with accuracy and effect?

- Correct use of clauses
- Correct sentence demarcation (fragments and comma splices)
- Correct use of verb tenses
- Correct use of apostrophes
- Speech for effect
- Possessive Pronouns
- Structuring of different types of genre stories

Strand C

How do Year 8 students develop their reading skills? Reading for Pleasure

Big Question: How do writer's present their experiences in different ways?

- How does the writer present the narrator's thoughts and feelings?
- How is the narrator's character developed?
- How does the reader feel about the characters and events?
- How are characters developed?

What are the success criteria for this strand?

- Identify key features of texts
- Understand the idea of characterization
- Explore how the reader is made to feel

Mathematics: Spring term Year 8 curriculum

What Year 8s will be covering this term:

Ratio review

Develop knowledge of ratio and proportion

Real life graphs and rates of change

Explore and interpret graphs of changing rates

Explore and interpret distance-time graphs

Understand speed as a rate of change

Direct and inverse proportion

Investigate directly proportional relationships and their features

Solve problems involving direct proportion

Investigate inversely proportional relationships and their features

Solve problems involving inverse proportion

Univariate data

Explore different types of data

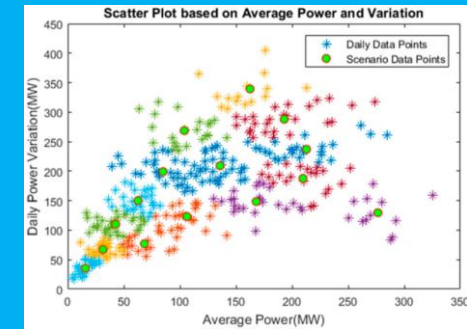
Construct and interpret charts and graphs

Investigate averages

Bivariate data

Construct and interpret scatter graphs

Explore connections between two sets of numerical data



What is the success criteria for the topic? (What is the knowledge that needs to stick?)

Ratio review: Know how to simplify ratios; Know how to share amounts into unequal parts

Real life graphs and rates of change: Know how to read and interpret real life graphs

Direct and inverse proportion: Know how to represent proportional relationships algebraically, in a table and on graphs

Univariate data: Know how to construct and interpret charts and graphs; Know how to calculate mean, median, mode and range for small data sets

Bivariate data: Know how to construct and interpret scatter graphs

Questions you could ask at home to prompt discussion on what your child is learning:

What are the key features of distance-time graphs?

What is the formula for speed?

How can we recognise direct proportionality – give some real life examples of directly proportional relationships.

How can we recognise inverse proportionality – give some real life examples of inversely proportional relationships.

Can you give an example of qualitative data? Quantitative data? Discrete data? Continuous data?

Can you name three different ways to measure average? Explain how to calculate each of these measures.

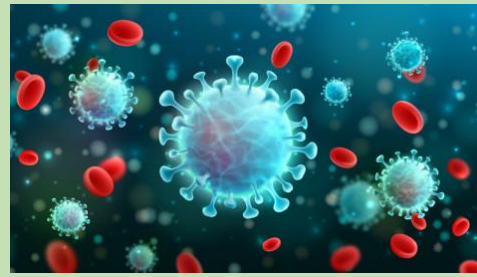
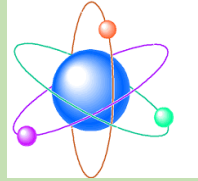
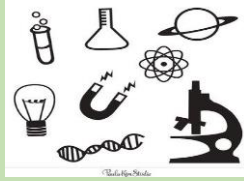
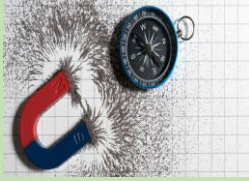
Can you describe what positive correlation looks like on a scatter graph? Negative correlation? No correlation?

Key vocabulary:

Ratio, Real life graphs, Scales, Reading maps, Rates of change, SDT, Direct, Inverse Proportion, Similarity, Represent

Univariate data, Construct, Interpret, Charts, Graphs, Mean, Mode, Median, Range, Outliers, Bivariate data, Scatter graphs, Correlation, Line of best fit, Interpolation, Extrapolation

Science: Spring term Year 8 curriculum



What Year 8s have covered so far:

- **Chemistry (Chemical Reactions)**
 - What are the signs that a chemical reaction is taking place?
 - Can we investigate the reactants & products of various chemical reactions such as combustion reactions?
- **Biology (Health & Disease)**
 - What are the impacts of certain lifestyle choices on our health?
 - What are bacteria, fungi & viruses & how does our immune system protect us?
- **Physics (Waves)**
 - Can we describe the differences between transverse waves and longitudinal waves.
 - How do sound waves travel and how can we hear sound?
 - Does light travel in straight lines and what happens when it goes through different media such as water or glass?
 - What is the EM Spectrum & how do we use it in our daily lives?

What the success criteria is for the topic (What students need to know and be able to do):

- Distinguish between cells, tissues and organs.
- Be able to describe in detail the structure of the animal and plant cell including the function of the organelles within the cell.
- Be able to describe in detail the structure and function of the skeletal system.
- Be able to define what a chemical reaction is and what happens to the atoms during the reaction.
- Independently investigate various different types of reactions using safe lab procedures.
- Be able to test for gases such as Carbon Dioxide, Oxygen and Hydrogen.
- Be able to distinguish between speed and acceleration
- To use distance-time graphs to calculate the speed of a moving vehicle.
- To be able to investigate what factors can affect stopping distance and braking distance in a car.

What Year 8s will be covering this term:

- **Chemistry (The Periodic Table)**
 - Can explain what an element is compared to a compound?
 - What are atoms and what are they made of?
 - How are elements arranged in the periodic table today and how did this table come about?
- **Biology (Cells)**
 - What is a cell and what's inside an animal cell and a plant cell?
 - How are cells designed for their specific jobs within the organism?
- **Physics (Forces)**
 - Can we calculate speed and acceleration and learn to draw distance-time graphs?
 - What factors can affect speed and acceleration of a moving object?

Questions you could ask at home to prompt discussion on what your child is learning:

- Think about speed and acceleration when driving in the car or on public transport. Can your child explain what causes the car to speed up and slow down?
- How do our muscles help our bones to move?
- Why are our blood cells different to our muscle cells? Do they have different jobs to do?
- Can you think of chemical reactions that happen in our home such as when we bake a cake, or light a candle? What's reacting together and what's made?

Key terminology:

Cell, tissue, organelle, organ, system, muscle, antagonistic, joint, atom, nucleus, proton, neutron, electron, charge, properties, speed, distance, acceleration, mass, friction, drag, streamline



Key ideas:

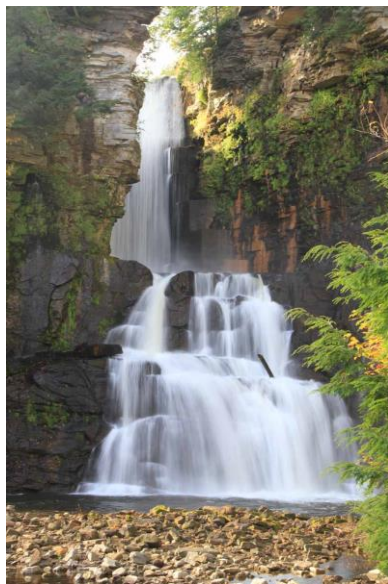
Weathering
Erosion
Waterfalls
Food management
Famine
Flooding
Poverty

Big Questions:

How do rivers
shape the UK?

Can we feed the
world?

How do rivers change the
landscape?
Why can't we feed the
world?
How can we manage our
water supply?
Can flooding be stopped?
Why is Africa the world's
poorest continent?



HISTORY



Big Questions:

How did the
Industrial
Revolution change
the world?
Why did Britain
build an Empire?

Agriculture to factory
Growth of towns
Living conditions
Public health

Key ideas:

Industry
Domestic System
Factory System
Public Health
Slums
Colonisation
Genocide
Partition

What is an Empire?
Colonisation - Native
Americans
India and Pakistan

Big Questions:

How does
Hinduism differ
from the
monotheist
religions?

Can you have
belief without
religion?
Humanism

Hinduism
What is the Tri Murti
What is Varna
What is shrama
What is dharma?
Worship
Duties

Key ideas:
Commandments
Problem of evil
Promised Land
Karma and
Reincarnation
Equality and
Community

Humanism
What is right and wrong?
What is the Golden Rule?
The problem of evil.



French: Spring term Year 8 curriculum



What Year 8s have covered so far:

Topic Big Question – How do you make comparisons and express opinions in French?

- What is a comparison?
- What is an adjective?
- How do comparative structures in English differ to those in French?
- How do I express preference in French?
- What is meant by 'opinion phrase'?
- Why are there 3 different ways of saying 'my' in French?
- Which letters are not pronounced in French words?
- Which sound do the syllables 'oi', 'eux', 'ant' and 'ante' make?
- Can we remember how to introduce ourselves and give basic details in French?

What the success criteria is for the topic (What students need to know and be able to do):

- Confidently introduce themselves in French including name, age, where they live, birthday
- Make a suggestion to someone to go out and do an activity
- Accept / refuse an invitation giving a reason
- Know how the future tense 'I'm going to ____' is formed in French
- Recognise and use some key vocabulary for making future plans and arrangements
- Demonstrate accurate pronunciation of the key vocabulary on the sentence builder
- Listen to the key vocabulary in context and recognise form and meaning
- Produce language in both written and spoken form

What Year 8s will be covering this term:

Topic Big Question – How do I make arrangements accepting / refuse invitations in French

- What is meant by 'future tense' and what does this look like in French?
- What are the infinitive verbs 'jouer', 'faire', and 'aller'?
- Which other activities can we suggest doing in our free time?
- Can we remember how to express an opinion and translate it in the future tense?
- How does someone apologise in French?
- Why are some structures such as 'je dois' and 'je vais' followed by the infinitive verb?
- What sorts of leisure activities do young people in France enjoy doing?

Questions you could ask at home to prompt discussion on what your child is learning:

- How many adjectives do you know in French?
- Can you count to 20 in French? Let's practise
- Comment t'appelles-tu?
- Quel âge as-tu?
- Où habites-tu?
- Qu'est-ce que tu vas faire? (what are you going to do?)
- Qu'est-ce que tu voudrais faire? (what would you like to do?)
- What are the 4 opinion phrases in French? (I like / I love / I don't like / I hate)
- What is an infinitive verb?
- Make up a sentence from the attached sentence builders in English for students to translate either from memory or looking at the sentence builder. Example target language structure:

If it's nice weather I'm going to play tennis with my friends. Would you like to play basketball tomorrow? Sorry, I have to look after my brother.

Key terminology:

Si j'ai le temps, si on a assez de temps, s'il fait beau, s'il fait mauvais, je vais je voudrais, veux-t, peux-tu, faire du vélo, faire du sport, faire de la natation, jouer au foot, jouer au basket, aller au parc, faire un promenade, avec mes amis. Please see attached copy of sentence builder for all vocabulary

Si j'ai le temps (if I have the time)

Si on a assez temps (if we have enough time)

S'il fait beau (if the weather is good)

S'il fait mauvais (if the weather is bad)

je vais (I am going)

on va (we are going to)

je voudrais (I would like to)

J'ai envie de (I fancy / feel like)

j'espere (I hope to)

je veux (I want to)

tu voudrais (Would you like to)

veux-tu (Do you want)

peux-tu (Can you)

faire du vélo (to do cycling)

faire du sport (to do sport)

faire du ski (to do ski)

faire de la natation (to do swimming)

faire de la voile (to do sailing)

jouer au basket (to play basketball)

jouer au foot (to play football)

jouer au tennis (to play tennis)

aller au parc (to go to the park)

aller au cinéma (to go to the cinema)

aller au gym (to go to the gym)

aller au restaurant (to go the restaurant)

aller à la pêche (to go fishing)

faire une promenade (to go for a walk)

faire la cuisine et manger (to cook and to eat)

détendre (to rest)

écouter de la musique (to listen to music)

lire un livre (to read a book)

envoyer des messages aux amis (to send messages to friends)

peindre et dessiner (to paint and draw...)

danser (to dance)

regarder des films / la télévision (to watch films / TV)

A mon avis (in my opinion)

je pense que (I think that)

Je crois que (I believe that)

l'après-midi (this afternoon)

demain (tomorrow)

après le collège (after school)

le weekend (this weekend)

lundi (on Monday)

avec moi (with me)

avec mes amis (with my friends)

avec ma famille (with my family)

ce sera super (It will be great)

ce sera amusant (it will be fun)

ce sera ennuyeux (it will be boring)

ce sera fatigant (it will be tiring)

ce sera relaxant (it will be relaxing)

Je suis désolé (I'm sorry)

Malheureusement (Unfortunately)

Bien (Well)

je ne peux pas (I can't)

c'est parce que (It's just that)

je ne peux pas, c'est parce que (I can't, it's just that)

je dois faire mes devoirs (I have to do my homework)

je dois ranger ma chambre (I have to tidy my room)

je dois promener le chien (I have to walk the dog)

je dois laver mes cheveux (I have to wash my hair)

je dois sortir avec mes parents (I have to go out with my parents)

je dois m'occuper de mon frère (I have to look after my brother)

je dois m'occuper de ma soeur (I have to look after my sister)

je dois aller chez mes grandparents (I have to go to my grandparents' house)

je ne veux pas (I don't want to)

je n'en ai pas envie (I don't feel like it)

je n'ai pas d'argent (I don't have any money)

j'ai déjà des projets (I already have plans)

Spanish: Spring term Year 8 curriculum



What Year 8s have covered so far:

Topic Big Question – How do you make comparisons and express opinions in Spanish?

- What is a comparison?
- What is an adjective?
- How do comparative structures in English differ to those in Spanish?
- How do I express preference in Spanish?
- What is meant by 'opinion phrase'?
- Why are there 2 different ways of saying 'my' in Spanish?
- Which letters sound different to their spelling in Spanish?
- Which sound do the letters 'j' and 'g' make?
- Can we remember how to introduce ourselves and give basic details in Spanish?

What the success criteria is for the topic (What students need to know and be able to do):

- Confidently introduce themselves in Spanish including name, age, where they live, birthday
- Make a suggestion to someone to go out and do an activity
- Accept / refuse an invitation giving a reason
- Know how the future tense 'I'm going to ____' is formed in Spanish
- Recognise and use some key vocabulary for making future plans and arrangements
- Demonstrate accurate pronunciation of the key vocabulary on the sentence builder
- Listen to the key vocabulary in context and recognise form and meaning
- Produce language in both written and spoken form

What Year 8s will be covering this term:

Topic Big Question – How do I make arrangements accepting / refuse invitations in Spanish

- What is meant by 'future tense' and what does this look like in Spanish?
- What are the infinitive verbs 'jugar', 'hacer', and 'ir'?
- Which other activities can we suggest doing in our free time?
- Can we remember how to express an opinion and translate it in the future tense?
- How does someone apologise in Spanish?
- Why are some structures such as 'tengo que' and 'voy a' followed by the infinitive verb?
- What sorts of leisure activities do young people in Spain enjoy doing?

Questions you could ask at home to prompt discussion on what your child is learning:

- How many adjectives do you know in Spanish?
- Can you count to 20 in Spanish? Let's practise
- ¿Cómo te llamas?
- ¿Cuántos años tienes?
- ¿Dónde vives?
- ¿Qué vas a hacer? (what are you going to do?)
- ¿Qué te gustaría hacer? (what would you like to do?)
- What are the 4 opinion phrases in Spanish? (I like / I love / I don't like / I hate)
- What is an infinitive verb?
- Make up a sentence from the attached sentence builders in English for students to translate either from memory or looking at the sentence builder. Example target language structure:

If it's nice weather I'm going to play tennis with my friends. Would you like to play basketball tomorrow? Sorry, I have to look after my brother.

Key terminology:

Please see attached copy of sentence builder for all vocabulary

Si tengo tiempo (if I have the time)

Si tenemos tiempo suficiente (if we have enough time)

Si hace buen tiempo (if the weather is good)

Si hace mal tiempo (if the weather is bad)

voy a (I am going to)

vamos a (we are going to)

me gustaría (I would like to)

quisiera (I would like to)

tengo ganas de (I fancy / feel like)

espero (I hope to)

quiero (I want to)

¿te gustaría... (Would you like to)

¿quieres.... (Do you want)

¿puedes... (Can you)

hacer ciclismo (to do cycling)

hacer deporte (to do sport)

hacer esquí (to do ski)

hacer natación (to do swimming)

hacer vela (to do sailing)

jugar al baloncesto (to play basketball)

jugar al fútbol (to play football)

jugar al tenis (to play tennis)

ir al parque (to go to the park)

ir al cine (to go to the cinema)

ir al gimnasio (to go to the gym)

ir al restaurante (to go the restaurant)

ir de pesca (to go fishing)

ir en bicicleta (to go biking)

caminar en el parque (to walk in the park)

cocinar y comer (to cook and to eat)

descansar (to rest)

escuchar música (to listen to music)

leer un libro (to read a book)

mandar mensajes a amigos (to send messages to friends)

pintar y dibujar (to paint and draw...)

bailar (to dance)

ver películas / ver la tele (to watch films / TV)

esta tarde (this afternoon)

mañana (tomorrow)

después del colegio (after school)

este fin de semana (this weekend)

el lunes (on Monday)

conmigo (with me)

con mis amigos (with my friends)

con mi familia (with my family)

En mi opinión (in my opinion)

Creo que (I think that)

Pienso que (I think that)

Será genial (it will be amazing)

Será divertido (it will be fun)

Será interesante (it will be interesting)

Será aburrido (it will be boring)

Será cansador (it will be tiring)

Será relajante (it will be relaxing)

tengo que hacer los deberes (I have to do my homework)

tengo que ordenar mi dormitorio (I have to tidy my room)

tengo que pasear al perro (I have to walk the dog)

tengo que lavarme el pelo (I have to wash my hair)

tengo que salir con mis padres (I have to go out with my parents)

tengo que cuidar a mi hermano (I have to look after my brother)

tengo que cuidar a mi hermana (I have to look after my sister)

tengo que ir a casa de mis abuelos (I have to go to my grandparents' house)

no quiero (I don't want to)

no tengo ganas (I don't feel like it)

no tengo dinero (I don't have any money)

ya tengo planes (I already have plans)

Lo siento (I'm sorry)

Desafortunadamente (Unfortunately)

Pues (Well)

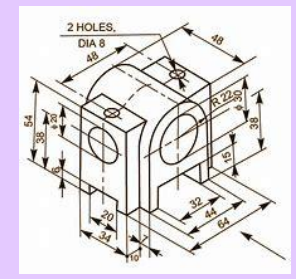
No puedo (I can't)

Es que (It's just that)

No puedo, es que (I can't, it's just that)



DESIGN & TECHNOLOGY



- Every man-made product has been designed and made in some way. Look at everyday products that you use and discuss what elements have been designed well and what elements could have been better
- What do you recycle and is it possible to reduce your affect on the environment further

Diet and Health: Spring Term Year 8

Curriculum



What Year 8's have covered so far:

Topic Big Question – What is energy and how do our needs change throughout life?

What are the functions of macronutrients and why are they important for health?

- **Through theory and practical work students explored the below topics and learnt about:**
 - **Energy needs throughout life.**
 - **Macronutrients – Carbohydrates**
 - **Food hygiene and food safety.**
 - **Using the hob, frying, boiling, using carbohydrates, knife skills.**

What Year 9's will be covering this term:

Topic Big Question – What are the functions of macronutrients/micronutrients and why are they important for health?

- **Through theory and practical lessons students will explore:**
 - **Macronutrients**
 - **Micronutrients**
 - **Seasonality**
 - **Food Waste and Food Choice**
 - **Using the oven, baking techniques, basic sauce making.**

Key terminology:

Macronutrients, Micronutrients, Carbohydrates, Fibre, Protein, Fats, Vitamins and Minerals, Water, Seasonality, Food Waste

What the success criteria is for the topic (What students need to know and be able to do):

- **Develop and demonstrate the principles of food hygiene and safety through practical's.**
- **Develop and demonstrate food skills and techniques.**
- **Develop their knowledge and understanding of ingredients and where they come from.**
- **Develop their understanding of the functions of the nutrients.**
- **Gain an understanding of consumer food and drink choice.**

Questions you could ask at home to prompt discussion on what your child is learning:

- Learning to cook as a youngster is incredibly important and valuable for the rest of your life – how have you developed your skills?
- What are the functions of the nutrients in the human body?
- How do social circumstances impact on peoples dietary needs and choices?
- Practice washing up.

YR8 Art and Design Term 3 and 4

For Term 3 and 4 our Year 8 students will continue the theme of Sustainability and begin a new project exploring bas-relief techniques that will enable them to explore the 3D form through upcycling methods.

Climate change is a global concern and many professional artists are raising awareness through their art and working methods. Our Art students will be observing the work of Darrell Wakelam who is famous for using cardboard and other discarded material.

Students will gain skills in building a 3D form and reflect on the importance of upcycling, recycling and contribution to the global need for sustainability.

Students will be asked to bring in discarded materials that they could use in their bas-relief ideas.



Music: Spring term Year 8 curriculum



What Year 8s have covered so far:

Topic Big Question – How do you combine the elements of music to create your own music?

- What do you need to do to become a successful musician?
- How can you be successful as an ensemble performer?
- Where does blues music come from?
- What is improvising?
- Can you explain the following elements of music?
Texture, tempo, silence, rhythm, dynamics, structure
- How do brass instruments work?
- How many brass instruments can you name?
- What is a fanfare?

What the success criteria is for the topic (What students need to know and be able to do) and questions you could ask at home to prompt discussion on what your child is learning:

Listening skills are the most important part of being a musician:

- Can you listen to a melody and play it accurately?
- What are the notes in the blues scale in C?
- Were you able to use the blues scale to improvise?
- How are music and war connected?
- What are the notes used in the harmonic series?
- Can you use the harmonic series to compose a fanfare?

What Year 8s will be covering this term:

Topic Big Questions – How do I successfully play as part of an ensemble?

- Ensemble means to play 'as one' even when working with others
- Can you listen to and play rhythms together as part of a class ensemble?
- What are the three spirits of the djembe?
- Can you work independently as part of a smaller ensemble?
- **Topic Big Questions – How do you create music using technology?**
- Can you play the bass line, melody and chord structure of 'Heart and Soul'?
- How do you create different tracks using Garageband on the iPads?
- How do you make sure that the tracks work together?
- What instruments are usually heard in popular music?

What the success criteria is for the topic (What students need to know and be able to do) and questions you could ask at home to prompt discussion on what your child is learning:

- What are the three different sounds you can play on a djembe?
- Can you improvise a rhythm pattern on the djembe confidently?
- When would you hear African music being played?
- Can you lead the ensemble as the master drummer?
- What is a chord?
- What is a bass line?
- Can you record tracks accurately to create a layered piece of music?
- What are the benefits of being able to use music technology?

Key terminology:

Texture, tempo, silence, dynamics, structure, pitch, rhythm, trumpet, trombone, French horn, tuba, ensemble, scale, blues scale, improvising, harmonic series, chord

Popular Song instruments (bass guitar, electric guitar, drum kit, keyboard, voice),

Percussion instruments (West African djembe)



Year 8 Drama Spring Term



LEARNT PREVIOUSLY

Past topics studied this year –

Radio Plays – They studied this style of theatre and the concepts involved. They learnt how to do Foley Sound effects.

They then had scripts that they had to work on vocally to create Radio Plays of, with sound effects too.

This was then recorded under studio conditions.

Arts Award – They had the opportunity to start working on the Arts Award that is a Level 1 qualification, equivalent to half a GCSE. In order to pass this they have to complete, in detail, 4 parts. In this term we were working on Part A which involved learning something new (Radio Plays) and writing about the progress they had made on this topic.

Please ask them about these previous topics.

TOPIC 1 THIS TERM

‘Common Lore’ –

So we are looking at a play called ‘Common Lore’ and studying a version of it which was created and performed by Stute Theatre.

It is performed by one actor and she uses many different techniques to help her perform the play.

We look at these skills in our lessons.

Loop Pedal – we learn how to use a loop pedal and create a track of 3 overlaying sounds.

Use of boxes – we look at how she uses them in the play and then we use chairs in our scenes in the same way.

Multi-role – we look at this skill and the many ways that you can do this, as demonstrated by the actor and then we use those skills ourselves in scenes.

Things to discuss – What is Multi-role ?

How are the boxes used?

What is a loop pedal and how do you use it?

TOPIC 2 THIS TERM

Theatre in Education –

We look at what makes this style of theatre. Use of facts, a story, and a what to do instead section.

We then create our own on the topic of ‘Runaways’.

This means that they create their own piece of T.I.E. and can perform it using the skills they have learnt.

WE look at how to show facts to an audience, without it being boring, we look at how to show real events, using Naturalism and we look at how to engage the audience with the topic and understand how they can overcome the issues involved.

Things to discuss – What is Theatre in Education? Discuss some facts about runaways. Ask them about the alternatives to running away.



ICT: Spring term Year 8 curriculum



What Year 8s have covered so far:

Topic Big Question – How can I access IT at Neale-Wade to support my learning in a safe and responsible manner? How typical is my IT use outside of school and am I taking appropriate measures to keep myself and my data safe?

Conventions for naming files and folders.

Accessing documents, email, Teams and GO online.

Sending emails with attachments.

Health and safety in a physical IT environment (e.g. trip hazards, seating position, light source etc.)

The importance of IT security (e.g. strong passwords)

Hazards and acceptable behaviour in the virtual world.

What the success criteria is for the topic (What students need to know and be able to do):

Will be able to identify data within a spreadsheet based on cell references.

Will be able to format a spreadsheet in order to make the styles and layout more effective for the audience and purpose.

Will be able to set up a spreadsheet to analyse survey results, including calculating totals and averages.

Will be able to create and justify their choice of charts to display data.

Will be able to make decisions and back them up using the data that they have collected.

What Year 8s will be covering this term:

Topic Big Question – How can businesses use spreadsheets to improve efficiency and support in the decision making process?

Columns/ Rows (add, delete, edit, widths, heights)

Formatting (Backgrounds, fonts, borders)

Arithmetic operators (+,-,/,x)

Basic formula (sum, average, max, min)

Charts (time series, cross section data, formatting, labels and titles)

Interpreting charts (using %, justifying decision making)

Questions you could ask at home to prompt discussion on what your child is learning:

1. What is the difference between a column and a row?
2. In a spreadsheet what is a cell?
3. What different charts are suitable for cross sectional data?
4. What different charts should be used for time series data?
5. What would be the methodology for using the sum function to add up a row of numbers?
6. Name three different types of formatting that can be used on a spreadsheet.

Key terminology: Cell, Row, Column, Formatting, Arithmetic operator, Formula,

Sum, Cross sectional, Time series, Data analysis



PE: Spring term 1 Year 8 curriculum



What Year 8s will be covering this term:

Football

Stage 1: Basic passing and receiving the ball with control.

Dribbling around objects/defenders. Body positioning.

Stage 2: Receiving the ball and controlling with first touch on the move. Using all parts of the foot to dribble around objects/defenders. Defending 1v1 in conditioned practices.

Dance

Stage 1: How to warm up effectively in dance. Learn set choreography in the style of Street- develop own choreography in a group to build on the learnt motif.

Badminton

Stage 1: Basic grip of the racket. The technique of the backhand serve and the rules that run alongside it. How to keep score when officiating a game.

Stage 2: Underarm serve technique. The overhead clear technique and the development of power (aiming toward the back of the court).

Fitness

Stage 1: The fitness tests and methods of training for the following components of fitness (coordination, balance, aerobic endurance & agility). Measuring heart rate and understanding training zones.

Stage 2: Exploring the correct sprint technique to develop anaerobic fitness. Activities to develop balance and coordination (use tests from stage 1 to measure) Explore 4 ways to develop agility.

What is the success criteria for the topic? (What is the knowledge that needs to stick?)

Football: Controlling the ball when passing and receiving. Able to dribble the ball confidently with their strongest foot.

Dance: Replicate the taught choreography, some movements may still lack control. Contributes a few ideas into a group piece.

Badminton: Demonstrates the technique of the backhand/underarm serve in conditioned practices. Can participate in a rally with a partner using an overhead clear. Able to keep score of a competitive game.

Fitness: Can participate in fitness tests and know how to set them up. Can measure own heart rate and explain the short-term effects of exercise. Able to identify how to develop components of fitness.

Questions you could ask at home to prompt discussion on what your child is learning:

What happens to the body when you exercise?

What part of the foot is used when passing the ball in football?

What are the rules when serving in badminton?

How many counts are there usually in a phrase of movements in dance?

How do you measure your heart rate?

What are the key points when dribbling?

What is agility and where is it useful in sport?

Key vocabulary:

Instep, dribble, pass, technique, power, continuous, endurance, aerobic, agility, coordination, balance, choreography, motif, control, receive, officiate, interval, action, anaerobic, serve, diagonal.

8N/PE1 - Football (Stage 2) , Badminton (Stage 2)

8N/PE2 - Football (Stage 2) Fitness (Stage 2)

8N/PE3 - Football (Stage 2) Dance (Stage 1)

8N/PE4 - Football (Stage 1) Dance (Stage 1)

8N/PE5 - Football (Stage 1) Fitness (Stage 1)

8W/PE1 - Football (Stage 2) Badminton (Stage 2)

8W/PE2 - Football (Stage 2) Fitness (Stage 2)

8W/PE3 - Football (Stage 1) Dance (Stage 1)

8W/PE4 - Football (Stage 2) Dance (Stage 1)

PE: Spring term 2 Year 8 curriculum



What Year 8s will be covering this term):

OAA (Outdoor Adventurous Activities)

Stage 1: Icebreaker activities to develop communication skills. Team building tasks to develop trust and teamwork.

Stage 2: Participate in problem solving activities that require teamwork skills developed in stage 1.

Fitness

Stage 1: The fitness tests and methods of training for the following components of fitness (coordination, balance, aerobic endurance & agility). Measuring heart rate and understanding training zones.

Stage 2: Exploring the correct sprint technique to develop anaerobic fitness. Activities to develop balance and coordination (use tests from stage 1 to measure) Explore 4 ways to develop agility.

Stage 3: Investigating the difference between aerobic and anaerobic fitness. Complete and explore different types of circuit training sessions. Looking at the different types of training zones and what they develop. Exploring strength component of fitness.

Gymnastics

Stage 1: individual and paired balances, focusing on core strength and stability. Development of basic shapes and jumps (pike, straddle and tuck). Linking balances and jumps together into a sequence using locomotion.

Basketball

Stage 1: Chest, bounce and shoulder (overhead/javelin) pass in isolation. Dribbling with dominant hand and awareness of basic rules such as no contact to arms/hands when opponent is in possession of the ball.

Handball

Stage 1: technique for the 3 passes (chest, bounce, shoulder). 3 step rule and shooting at close range. Basic positioning during competitive games.

Badminton

Stage 1: Basic grip of the racket. The technique of the backhand serve and the rules that run alongside it. How to keep score when officiating a game.

Stage 2: Underarm serve technique. The overhead clear technique and the development of power (aiming toward the back of the court).

What is the success criteria for the topic? (What is the knowledge that needs to stick?)

OAA: Can communicate well with others, regardless of whether they are peers but still needs support. Has developed some trust with peers and can work well in a team.

Fitness: Can participate in fitness tests and know how to set them up. Can measure own heart rate and explain the short-term effects of exercise.

Gymnastics: Can hold basic and innovative balances for a minimum of 5 seconds. Has control when performing basic locomotive actions.

Basketball: Comfortable completing 2/3 passes, the ball is reaching teammate accurately and with power. Dribbling is becoming more controlled (use of fingertips, ball bouncing to waist height), double dribble and carry violations are becoming less frequent. Showing effort when defending, trying to stay in front of opponent, contact fouls becoming less frequent.

Handball: Can demonstrate the 3 passes with the correct technique. 3 step movement is a smooth transition with a successful pass. Standing shot is accurate. Correct demonstration of blocking technique. Can recall attacking positions with no help and can begin to demonstrate knowledge of roles without assistance.

Badminton: Demonstrates the technique of the backhand/underarm serve in conditioned practices. Can participate in a rally with a partner using an overhead clear. Able to keep score of a competitive game.

Questions you could ask at home to prompt discussion on what your child is learning:

What happens to the body during exercise?

How do you measure heart rate?

What are the teaching points for the bowl in cricket?

When should you use the 3 passes in a handball/basketball game?

Why should a gymnastics routine be aesthetic?

Why do you feel communication skills are beneficial in life?

Why is strength important in boxing?

Key vocabulary:

Locomotion, aesthetic, stability, communication, teamwork, trust, technique, officiate, underarm, technique, positioning, competitive, dominant, possession, heart rate, continuous, interval, components, coordination, balance, agility, strength

8N/PE1 - Gymnastics (Stage 1) Basketball (Stage 1)
8N/PE2 - Gymnastics (Stage 1) Badminton (Stage 1)
8N/PE3 -OAA (Stage 1) Fitness (Stage 2)
8N/PE4 -OAA (Stage 1) Fitness (Stage 3)
8N/PE5 - Handball (Stage 1) OAA (Stage 2)

8W/PE1 - Gymnastics (Stage 1) Basketball (Stage 1)
8W/PE2 -Gymnastics (Stage 1) Badminton (Stage 1)
8W/PE3 - OAA (Stage 1) Fitness (Stage 2)
8W/PE4 - OAA (Stage 1) Fitness (Stage 2)