**Year 8 Curriculum Map – Half term 4 (February to Easter)**

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| **Maths** | The majority of students follow a programme of study which gives them the basic skillset required to start the GCSE course by the start of year 9. The upper sets follow a programme which stretches them at a higher level appropriate to their higher starting points and prepares them better to access the grade 7+ content at the top end of GCSE:   |  |  | | --- | --- | | Foundation - Ratio (Unit 2F) | Higher - Algebra (Unit 4H) | | * Percentage increase and decrease * Calculating percentage change * Simple interest * Compound units * Distance/time graphs * Similar shapes * Compound interest and depreciation | * Product of three binomials * Iteration through trial and improvement * Iterative processes * Rearranging more complex formulae * Solving quadratic equations using the formula * Factorising harder quadratics | |
| **English** | Students continue to develop their skills of analysing poetic craft by studying poetry centred around the theme of revenge. They will be provided with the opportunity to build on their poetry comparison skills and knowledge of poetic devices from Year 7. Students will compare the content, language and structure of 2 poems based around the theme of revenge and compare how these strong emotions are presented by the poets. |
| **Science** | Students begin topic 8 for biology (Respiration), chemistry (Extracting metals) and physics (waves & sound). The topics are taught on a rota so the order may vary by class. Each topic takes two weeks and cumulates to a tri-test, covering all three topics, after the Easter holidays. The topics add to previous learning on lungs and gas exchange, elements and chemical reactions. The physics topic introduces basic wave concepts.  British science week takes place during the week beginning 9th March 2020. Year 8 pupils will take part in some themed activities in lessons to promote wider science learning and embed cross-curricula links. |
| **Geography** | In Year 8 students will study a unit called ‘Global Fashion’ this is to fulfill the requirements of the Geography NC *to study human geography relating to development, globalisation and economic activity.* They students will learn about globalisation through the fashion industry and how global trade makes the world a smaller and more interconnected place. Students will explore case studies such as the TNC Nike and Rosa’s story - a worker in a clothing factory. In their geography lessons they will learn about the advantages and disadvantages of globalisation and the impact that their fashion choices have on people around the world and the environment. Students will be assessed on NC skills and concepts throughout the unit and there will be a formal assessment at the end. This Geography unit links with the History unit on ‘sugar, empire and globalisation; and the RS unit on tolerance, fairness and equality. The unit will also develop and build the skills and knowledge needed for GCSE Geography AQA Paper 2 |
| **History** | Students will study the Industrial Revolution this is to fulfil the requirements of the History NC *Ideas, political power, industry and empire: Britain, 1745-1901.* This will include an introduction and overview of the Industrial Revolution; why the population exploded between 1750-1900 and why the population was on the move from the countryside to the towns. Students will find out whether they would have been a good industrial entrepreneur. They will make a judgment about whether the National Portrait Gallery was right to spend £500,000 on a portrait of ‘Prestonian’ Richard Arkwright. They will discover how working life changed and investigate conditions in factories and coal mines. Finally, they will take part in a debate about child workers. Preston changed dramatically during this period and links to local history will be explicitly made. They will be assessed on NC skills and concepts throughout the unit and there will be a formal assessment at the end. |
| **Religious Studies** | RS will study the Holocaust, Judaism and other examples of persecution and genocide such as Rwanda, South African Apartheid , Cambodia and modern day religious/cultural persecutions such as those in Burma. This will be linked to Amnesty club and will encourage students to take part the Heart Human Rights International competition. |
| **Graphics** | In year 8, for 10 weeks, students will examine the link between graphic design and activism. They will gain an understanding of how images have been used throughout history to affect political and social change. They will look at how a contemporary climate activist group has used techniques such as block printing and screen printing to create engaging images. They will then design and develop images and slogans using similar printing techniques and will have the opportunity to create their own climate rebellion banners, posters and clothing. Homework will be set every 2 lessons. This will typically reinforce work covered in lessons or will be designed to prepare students to make progress in lessons. |
| **Design Technology** | Students spend ten weeks in the materials area of technology. The major project is a design and make practical tasks that builds on the basic skills covered in year 7. If time permits an extension activity will use CAD/ CAM in order to introduce modern manufacturing techniques. Homework that relates to the topics currently being covered is set every two lessons. |
| **Food & Nutrition** | Students spend ten weeks in the Food area of Technology. Students are provided with a cookbook for the ten weeks they spend in food. Students can now build upon their making skills and use a variety of different cooking methods from bread making to sauce making. Safety and hygiene are taught alongside the practical tasks in more depth than year 7. Nutrition is also taught in more depth during the focused practical tasks. Homework is for students to bring ingredients for the following weeks practical lesson. |
| **Textiles** | Students spend ten weeks in the textiles area of technology. The major project is a design and make practical tasks that builds on the basic skills covered in year 7. If time permits an extension activity will use embroidery to introduce students to a number of decorative techniques. Homework that relates to the topics currently being covered is set every two lessons. |
| **French** | Pupils continue to develop their skills of listening, speaking, reading and writing. They study topics related to TV programmes, actors/actresses, digital technology, cinema, 24-hour clock revision, leisure activities, a past shopping trip. They add to their knowledge of French grammar, including a specific focus on adjectival agreement, forming and answering questions, negatives, synonyms, perfect tense verbs, further consolidation of two tenses (present, perfect). |
| **German** | Pupils continue to develop their skills of listening, speaking, reading and writing. They study topics related to school subjects, school routines, telling the time and ideal school. They add to their knowledge of German grammar, including a specific focus on word order with “*weil”*, word order with expressions of time, possessive adjectives, prepositions, the use of “*es gibt”*  with the accusative, modal verbs and the conditional tense for describing an ideal school. |
| **PE** | Students will take part in activities listed below depending on their group. Badminton, Football, Gymnastics, Table Tennis and Rugby.  At the end of the half term students will undertake the PFL (Personal Fitness level) along with an assessment with the activity. Students are tracker and monitored against their own baseline score only. |
| **Art** | In the first two weeks of this half-term students will complete an Art assessment for the department to determine student progress in the formal elements of line, shape, form, texture, and tone.  Project 2. Pop Art – Students are provided with an opportunity to learn about an important 20th century cultural movement and how it affected the art world. They will be given the choice of studying one of three pop art artists: Roy Lichtenstein, Andy Warhol or Claes Oldenburg. Students will produce an in-depth artist research page and produce pastiches of their artist’s work. |
| **Drama** | Throughout this ½ term students will explore how stories can be deconstructed to create new versions. During the process they will consolidate knowledge and application of the key drama skills learnt and develop use of key drama skills in a dramatic forum. Students will work together in groups to examine how fairy tales have developed and changed over time and explore the similarities and differences between the fairy tale story of ‘Cinderella’ and Carol Ann Duffy / Tim Supple’s ‘Ashputtel’. Students will use key drama skills to stage the story: narration and role play, explore dramatic contrasts in Ashputtel and use key drama skills to stage dramatic contrasts – split scene along with exploring the characters within a well know fairy tale and developing vocal and physical attributes in characterisation. |
| **Music** | This unit allows pupils to become familiar with music for different films and to recognise film genres. They will learn how some musical features can be combined to create sounds for different film genres and they will perform a film music theme on the keyboard, and to adapt it to compose for a film clip.  The unit explores why and how music is used in film. It will build student’s skills in performing, listening and composing, as well as provide opportunities for appraising. Students will explore compositional techniques employed in film music and use these to produce their own compositions to a short piece of film. Students will contextualize their knowledge through listening of several varying film music examples and have the opportunity to arrange and perform both existing examples as well as their own compositions. |
| **ICT** | Students will spend this half term studying 8.4 HTML and CSS and 8.5 Advanced Game Shooter Programming The skills learned from these projects teach new perspectives and understanding on the world of technology and enhance the student’s digital capability ready for the next Key Stage in ICT, Enterprise and Computing. The units supplement the more traditional Office and ICT skills focused on in previous years blends the theoretical knowledge covered with practical activities. Homework that relates to the topics covered is set on Doddlelearn.co.uk online homework platform every two lessons. |