



The JF Way

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Year 8 Curriculum Summary: Term 1

The table below shows the knowledge and skills that Year 8 students are learning in their subjects this term.

Topic / Knowledge	Skills
Art and Design	
Tone Understanding of how the application of tone creates the three-dimensional visual effects on a piece of artwork.	Markmaking tonal skills - Pointillism/stippling, scribble and crosshatching. Application of the above techniques to basic shapes. Drawing skills Application of the techniques to more advanced still life and landscapes.
Computing	
Cyber Security	Students will be investigating cyber attacks and studying UK law surrounding computer science. They will build up knowledge of this topic whilst looking at how best to analyse a case study.
Design and Technology	
<i>Student will rotate around the following three subjects as a carousel through the three terms:</i>	
Food Preparation & Nutrition – International Cuisine Understand why micro-nutrients and macro-nutrients are required to be in our diet Be able to explain food miles and carbon footprint and how they relate to different recipes To learn the importance of dietary fibre To analyse and evaluate the functions of different ingredients	Health & Safety awareness – particular focus on cross contamination. To understand and use stir fry cooking methods. Be able to cook meats safely and the reduction of liquids to intensify flavours.
Tic Tac Toe To design a product that compliments an existing range Understanding ergonomics and aesthetics when designing a product Explore different styles of typography Developing a strong brand image from a logo Analysing the key information found on product packaging	To develop basic modelling techniques. Generation of stencils for letters and objects. Producing a range of initial sketches for a board game. The use of nets to create packaging.
Sweet Dispenser To understand the different properties and uses of wood and polymers Be able to produce a detailed specification Working within dimensional tolerances Appreciation of user requirements when designing and making Understanding the need for ergonomic design	Understanding basic mechanical principles of motion and leverage. Selecting and using correct tools and machines for different aspects of production.



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Drama	
Live Theatre Review Radio Plays	Watching Live Theatre Acting aspects Technical Aspects Design Aspects Vocal Characterisation Multi-Role Script writing Dramatisation Intention and Impact
English	
<p>Introduction to Reading and Writing the Gothic Class novel (Term 1A) A whole text study of <i>Between Shades of Gray</i>, with a focus on character development, description, historical context and biographical detail.</p> <p>(Term 1B) Exploration of Gothic texts in order to explore vocabulary, style, and syntax. Texts studied provide a model for students in developing their own Gothic style and assessment takes the form of a longer written narrative or description</p>	<p>Skills focus: Term 1A: tracking the development of plot, character and theme across a whole text, extended writing, independent research, selecting evidence effectively, constructing an argument</p> <p>Term 1B Weeks 1-3: Inference, summary, prediction, clarification</p> <p>Term 1B Weeks 4-6: TiPToP paragraphing, word choice/lexis, sentences for impact, exterior and interior narrative.</p>
Geography	
<p>Unit 1- Growing World People and the Planet – Population and change</p> <ul style="list-style-type: none"> • Where does everybody live? • What factors influence where we live? • How does population change? • Why does population change? • What is the Demographic transition model? • How do population pyramids tell us about a country? • What is migration? • Mexico to USA – Migration mystery. • The One Child Policy- All about China. • China and overpopulation • Incentives/Punishments of the OCP • What were the impacts of the OCP? • Success or failure of the OCP? • China today – Why are they pro-natalist? 	<p>Though an enquiry-based approach; we aim to foster the knowledge of places, spaces and scale by studying countries and particular regions at a variety of scales from local to global. Through the study of places, we integrate the concept of interdependence and how in an ever-increasing globalised world we are connected and rely on other places. Embedded across all units are the physical and human processes that shape our planet from topics such as weather and climate, climate change to globalisation and population change. A theme that is common within and between our topics in Key stage 3 is how people and places impact on the environment and how the concept of sustainability is considered in different contexts. Cultural understanding and diversity is promoted through Geography, broadening students understanding of the wider world and developing their role as global citizens in the 21st Century.</p>



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History	
<p><u>Stuart England 1603 - 1714</u></p> <p>Following a review of Elizabethan England, Black Tudors and the age of exploration, students will gain an understanding of life in Britain in the period from 1603 and 1714. They will learn about the reigns of James I and his son Charles and the political, economic and religious challenges they faced. They will consider a range of reasons why the Civil War broke out in 1642 and how this led to the execution of the King. Finally, they will study the restoration and how the monarchy re-established itself. They will reflect on how successful Oliver Cromwell was as Lord Protector and how his actions have been interpreted by contemporaries and historians.</p>	<p>There will be a focus on second order concepts including cause and consequence, change and continuity as well as significance.</p> <p>They will understand why events have to be placed into chronological order. They will consider the impact of the execution of the King in 1649. Students will be introduced to a wide range of historical sources on life in England during the Civil War. They will be expected to reflect on the provenance of these sources and to make a judgement on how useful they are as evidence. They will examine, for example, how useful Samuel Pepys' diary is in learning about London in 1660s and what paintings can reveal. Students will study two interpretations of Cromwell in order to judge what kind of Lord Protector he was.</p>
Mathematics	
<p><u>Shaping Up</u></p> <p>Students will have the opportunity to review and extend their knowledge on a broad range of geometrical topics enabling them to solve increasingly challenging angle problems, construct accurate diagrams using mathematical equipment, enhance their ability to work with map scales and develop their spatial reasoning.</p>	<p>Spatial Reasoning</p> <ul style="list-style-type: none"> • Construct nets of 3D shapes. • Draw plans and elevations of 2D shapes. • Classify properties for 2D and 3D shapes including circles. <p>Area/Perimeter</p> <ul style="list-style-type: none"> • Calculate the perimeter and area of circles and composite shapes involving circles. <p>Angles</p> <ul style="list-style-type: none"> • Draw and measure angles of any size and apply angle facts to solve problems. • Find the sum of angles in any given polygon. • Work with interior and exterior angles and angles in parallel lines. • Draw and interpret bearings to solve bearing problems involving parallel lines. <p>Map Scales</p> <ul style="list-style-type: none"> • Interpret Map Scales given as ratios • Calculate real life distances and distances on a map. <p>Construction</p> <ul style="list-style-type: none"> • Construct the four types of triangles using Mathematical equipment. • Construct perpendicular bisectors of a line segment and angle bisectors for any given angle.



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Modern Foreign Languages (MFL)	
French Holidays: Talking about school holidays Talking about what you did during the holidays Describing a visit to a theme park Saying where you went and how Listening for negatives in the perfect tense Asking the way and giving directions	Avoir and être, using the perfect tense of regular and irregular verbs, the perfect tense with être, negatives in the perfect tense, answering and asking questions, using the present and perfect together, imperatives Listening, Speaking, Reading and Writing
German Holidays: What there is/isn't in a town What souvenirs you want to buy Buying snacks and drinks Holiday plans Understanding longer, more varied spoken texts Writing at length about a topic	Es gibt + ein/kein, ich möchte, werden to form the future tense Listening, Speaking, Reading and Writing
Spanish Family and Friends: Describing your family Hair and eye colour What other people look like Describing where you live Giving a presentation Reading about a carnival in Cadiz	Possessive adjectives, ser and tener, verbs in the 3 rd person, the verb estar Listening, Speaking, Reading and Writing
Music	
Song unit – including the Song Contest Indian Music	Composing Listening Ensemble Performance
Physical Education	
Handball Netball Basketball Football Table Tennis Tag Rugby	Further improvement of ball mastery and skill technique. Outwitting an opponent and start to explore tactical advantages of team sports. Leading warm ups and skill-based activities to promote leadership qualities and confidence amongst peers.



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Science	
Photosynthesis Material Chemistry Heat Transfers Chemical reactions Gas exchange systems Motion	Further development of science skills, which include: <ul style="list-style-type: none"> - Planning investigations: writing detailed methods, naming specific apparatus and safety precautions - Conducting investigations, including working safely with acids and alkalis, Bunsen burners, electrical equipment and microscopes - Analysing data, including finding and describing errors, plotting graphs and explaining trends, and drawing lines of best fit Further mathematical skills: <ul style="list-style-type: none"> - Using and rearranging equations - Using and converting units - Calculating averages and ranges
Personal Development	
Half-term 1 – Proud to be me and Physical Health and Mental Wellbeing Career choices Career interests and job ideas Self-esteem and the media Labour market information Health and wellbeing What is mental health? Positive body image Half-term 2 – Physical Health and Mental Wellbeing and Law, Crime, and Society Child abuse Types of bullying Stress management Healthy eating Law making in the UK UK prison system	Students will build on their knowledge and research from Year 7 to further investigate what career choices are for them. They will learn what Labour Market Information is and how this can help them. Students will begin to investigate the differences between Physical and Mental health, and how to protect both. This will lead itself into finding out about different forms of child abuse and bullying. Students will also be able to describe what healthy eating looks like. Students will go on to discover what the law looks like in the UK and how this works.