



# The JF Way

#nothingshortofremarkable

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## Year 8 Curriculum Summary: Term 2

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

Topic / Knowledge	Skills
<b>Art and Design</b>	
Painting skills Knowledge and understanding of Georges Seurat Pointillism Portraiture	Research, analytical and evaluative skills Application of the style of an artist. Colour mixing skills Experiments with painting tools  Proportions of the face. Observational drawing skills Tonal skills
<b>Computing</b>	
Computational Thinking Python	Computational Thinking - Students will develop key skills in algorithmic thinking, Boolean conditions and logic. Python – Students will begin their first unit of python programming at KS3. It will teach them the basics of procedural programming giving them a strong foundation for future units.
<b>Design and Technology</b>	
<b>Student will rotate around the following three subjects as a carousel through the three terms:</b>	
<b>Food Preparation &amp; Nutrition – International Cuisine</b> 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.
<b>Graphics: Lego Man</b> 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 merchandise item The use of nets to create packaging.
<b>Resistant Materials: Sweet Dispenser</b> 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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<b>Drama</b>	
<p>Working with stimulus to devise their own performance.</p> <p>Exploring the poem “We Refugees” by Benjamin Zephaniah as our stimulus, with a focus on how we can use our bodies to tell a story.</p>	<p>Gesture and movement</p> <p>Vocal techniques</p> <p>Facial expressions</p> <p>Working collaboratively</p> <p>Tableau</p> <p>Direct address</p> <p>Improvisation</p> <p>Script writing techniques</p> <p>Devising from a stimulus</p>
<b>English</b>	
<p><b>Shakespeare: A Midsummer Night’s Dream</b></p> <p>18 lessons</p> <p>In Miss Mugridge’s unit, students study the Bard’s characterisation and playwrighting style while exploring this classic play, resulting in an extended analytical essay assessment.</p> <p><b>Fiction Writing: Crime Writing</b></p> <p>18 lessons</p> <p>In this unit, students study a range of fiction and non-fiction texts that look at a range of fictional and true crime sources as stimuli for a piece of creative writing</p>	<ul style="list-style-type: none"> <li>• Comedy</li> <li>• Structuring comparisons</li> <li>• Exploring contrasts</li> <li>• Analysing soliloquys</li> <li>• TIPTOP paragraphs</li> <li>• colon and semi-colon for effect</li> <li>• syndetic/asyndetic listing.</li> </ul>
<b>Geography</b>	
<p><b><u>Weather and Climate and Climate Change</u></b></p> <p>How does the weather and climate affect people and places?</p> <p>Pupils are provided with the knowledge and skills to understand what makes the weather such a dynamic and varied phenomenon and how climates around the world vary. Pupils will explore the physical geography of Britain’s climate and the physical processes that causes our varied weather. Pupils will also explore how climates around the world may be changing and introduce the concepts of Global Warming/climate change.</p>	<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 21<sup>st</sup> Century</p>



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<b>History</b>	
<p><b><u>The Atlantic Slave Trade and Early Industrialisation</u></b></p> <p>Students will gain an understanding of the issues surrounding the Atlantic Slave Trade and the early challenges facing Britain as it embarked on a period of Industrialisation. They will learn about how the Atlantic Slave Trade began, how it operated and the conditions both on the Middle passage and Plantations. They will consider a range of reasons why the Slave Trade was eventually abolished. Finally, they will study the new inventions of the industrialisation period and the growth of the factory system. They will consider how successful Richard Arkwright was as an employer and businessperson as an example of a significant person in the local community.</p>	<p>There will be a continued 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 Atlantic Slave Trade and the reasons for its abolition. Students will be introduced to a wide range of historical sources on life in the industrial factories. They will be expected to reflect on the provenance of these sources and to make a judgement on how useful they are as evidence. Students will be expected to consider what makes someone significant in history.</p>
<b>Mathematics</b>	
<p><b><u>Half Term 3: Presenting Data, Averages and Probability</u></b></p> <p>Students will learn how to process and present data in a variety of forms including Pie Charts and Two Way Tables. They will work to analyse data and produce summary statistics from raw data and data presented in tables. Finally, students will revisit probability calculations in both theoretical and experimental contexts.</p> <p><b><u>Half Term 4: Coordinates, Graphs and Transformations</u></b></p> <p>Students will also learn about different mappings in Maths. From how linear equations can be drawn on a coordinate grid to the transformation of shapes, students will learn how to change between these different representations.</p>	<p><b><u>Half Term 3</u></b></p> <ul style="list-style-type: none"> <li>• Draw and interpret; Bar Charts, Pie Charts, Two Way tables, Frequency Polygons and Scatter Graphs</li> <li>• Calculate the Mode, Median, Mean and Range for a data set.</li> <li>• Calculate all types of average from frequency tables for both discrete and continuous data.</li> <li>• Systematically list all possible outcomes of an experiment in order to calculate theoretical probabilities.</li> <li>• Calculate probability from worded problems and two-way tables.</li> <li>• Calculate the relative frequency and expected frequency of an event.</li> </ul> <p><b><u>Half Term 4</u></b></p> <ul style="list-style-type: none"> <li>• Plot linear functions and learn the general equation of a straight line <math>y = mx + c</math></li> <li>• Understand gradients, intercepts and parallel lines</li> <li>• Learn how to reflect, rotate, translate and enlarge objects</li> <li>• Describe reflections, rotations, translations and enlargements</li> </ul>



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<b>Modern Foreign Languages (MFL)</b>	
<b>French</b> <b>Half-term 3: Dynamo 2 red Module 3 À loisir</b>  Celebrities and TV programmes Digital technology Arranging to go to the cinema Leisure activities Spotting synonyms Using 3 tenses when speaking Points de depart and Unité 1 What sports you play Activities you do Sport in French speaking countries What you like doing Interview with a celebrity le sport en direct Talking about sport Opinions about sports Talking about weather and seasons	<b>French</b>  Single and plural adjective agreement, forming and answering questions, negatives, using 3 tenses, French sounds, jouer à, faire, cognates and contexts, aimer + infinitive, forming and answering questions, jouer à, faire de, comparatives
<b>German</b> Breakfast Traditional German food Recipes Healthy lifestyles Longer texts Describing and comparing dinner parties.	<b>German</b> The verbs essen and nehmen, more imperatives, müssen, using the imperative
<b>Spanish</b> Mis vacaciones Talking about a past holiday What you did on holiday Describing the last day on holiday Saying what your holiday was like Presentation about your holiday	<b>Spanish</b> The preterite of ir and regular -ar verbs, the preterite of -er and -ir verbs, the preterite of ser, using the present and preterite together
<b>Music</b>	
<b>The Blues</b>	Improvising Listening Ensemble Performance



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<b>Physical Education</b>	
HRF Basketball Rugby Orienteering Netball Table Tennis	<p>Racket sports – To learn and understand the rules of table tennis, further develop the basic techniques and learn about the different types of shots.</p> <p>HRF – To understand the importance of measuring the different states of heart rate (bpm) and how this correlates with intensity. To gain an understanding of the different methods of training.</p> <p>Other sports – Further improvement of ball mastery and skill technique. Gaining an understanding of how the learnt skills can assist in outwitting an opponent and start to explore tactical advantages of team sports.</p> <p>Leading warm ups and skill-based activities to promote leadership qualities and confidence amongst peers.</p> <p>Orienteering skills - Map reading and navigation. Working with a team to problem solve and achieve a goal.</p>
<b>Science</b>	
Respiration Earth Science Light Material Chemistry	<p>Further development of science skills, which include:</p> <ul style="list-style-type: none"><li>• Planning investigations: writing detailed methods, naming specific apparatus and safety precautions</li><li>• Conducting investigations, including working safely with acids and alkalis, Bunsen burners, electrical equipment and microscopes</li><li>• Analysing data, including finding and describing errors, plotting graphs and explaining trends, and drawing lines of best fit</li></ul> <p>Further mathematical skills:</p> <ul style="list-style-type: none"><li>• Using and rearranging equations</li><li>• Using and converting units</li><li>• Calculating averages and ranges</li></ul>



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<b>Personal Development (PD)</b>	
<p>Dangerous society online and offline: Students will understand the dangers of substance misuse and how cyber-bullying and online grooming is dangerous.</p> <p>LGBTQIA+ explored: Students will be able to recognise the signs of homophobia and discuss how to challenge this. Students will also understand how we can support people in the LGBTQIA+ society.</p> <p>Throughout this term, students will use 'Unifrog' to embed their careers education.</p>	<p>An understanding of the challenges that may face someone who is LGBTQIA+.</p> <p>Being able to explain what is dangerous online and how to avoid this.</p>
<b>Religious Education (RE)</b>	
<p>Sikhism:</p> <p>Students will learn the fundamental knowledge and values of Sikhism and be introduced to knowledge of the culture.</p>	<p>The main intention is to increase the cultural capital of the students to ensure that they can celebrate one another's differences and have a further understanding of why people who follow specific faiths make the decisions that they do e.g. to celebrate or not celebrate different holidays and festivals.</p>