



# The JF Way

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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>	
Knowledge and understanding of Pablo Picasso Knowledge of printing techniques, especially collagraph printing Portraiture	Research, analytical and evaluative skills Application of the style of an artist. Using collage as a design tool How to create a collagraph printing plate and how to print.  Proportions of the face. Observational drawing skills Smooth tonal skills
<b>Computing</b>	
Website Design  Computational Thinking	Website Design: Designing and creating a website. Learning how websites function including designing their own site, creating templates, researching and creating content, key concepts such as interaction, responsive design, HTML, CSS and WYSIWYG. Understanding the uses of the internet and the world wide web.  Computational Thinking - Students will develop key skills in algorithmic thinking, Boolean conditions and logic.
<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.



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<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.
Drama	
Working with stimulus to devise their own performance. 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.	Gesture and movement Vocal techniques Facial expressions Working collaboratively Tableau Direct address Improvisation Script writing techniques Devising from a stimulus
English	
<b>Shakespeare: A Midsummer Night’s Dream</b> 18 lessons 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.  <b>Fiction Writing: Crime Writing</b> 18 lessons 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	<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>
Geography	
<b>Ecosystems</b>  Pupils will explore what an ecosystem is and how their complex relationships produce interconnections such as food chains and webs. Pupils will explore the interactions in the physical world such as the Oak Ecosystem, Marine Ecosystems and a variety of Ecosystems in South America with a focus on the tropical Rainforest.	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



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Students will consider the huge value that ecosystems provide, economically, socially and environmentally. Pupils will also consider the real and present threats to global to local ecosystems and how careful management of these ecosystems is important to humanity.	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
<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>Students will be covering topics on Data, Statistics, Probability, Graphing and Transformations.</p> <p>The data topic will involve students learning to present data in a variety of forms and understanding the strengths and weakness of each method. They will then calculate a number of different statistical measures to allow the comparison of data sets.</p> <p>For probability, students will revisit probability calculations in both theoretical and experimental contexts and will include methods of counting options with data</p> <p>Students will also learn about different mappings in Maths. From how linear equations can be drawn on a coordinate grid, and a first look at coordinate geometry, to the transformation of shapes.</p>	<p><b><u>Data, Statistics and Probability</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 from a list of data.</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>Coordinates and Graphing</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> </ul>



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	<ul style="list-style-type: none"> <li>Be able to find coordinates of midpoints, lengths of line segments as well as solve simple questions on coordinate geometry</li> <li>Understand gradients, intercepts and parallel lines</li> </ul> <p><b>Transformations</b></p> <ul style="list-style-type: none"> <li>Be able to reflect, rotate, translate and enlarge shapes</li> <li>Describe reflections, rotations, translations and enlargements</li> </ul>
<b>Modern Foreign Languages (MFL)</b>	
<b>French</b> Festivals and celebrations Special days Buying food at a market Using prediction when listening Giving answers in French Talking about a future trip Writing about the new year	<b>French</b> Likes/dislikes, present tense of regular -ir and -re verbs, the near future tense, combining the present and near future tenses
<b>German</b> Comparing places then and now What you did on holiday How you travelled Weather Asking and answering questions about holidays Problems about holidays Understanding rules in holiday accommodation Routines Directions	<b>German</b> Past tense using war, hatte and es gab. Perfect tense with haben and sein, combining past and present tenses. Dürfen, müssen, reflexive and separable verbs, imperatives
<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>British Values- Rights &amp; Responsibilities: Students will look at how the Rule of Law is implemented and the Crime and Punishment system in the UK.</p> <p>Throughout this term, students will use 'Unifrog' to embed their careers education.</p>	<p>The main intention is to raise awareness of drugs and associated problems regarding health and society. The topic should inform students of the risks so that they are able to make informed decisions as they grow up and to keep themselves safe.</p> <p>The main intention is to prepare students for a life in modern day Britain and understand how their future actions may be punished. They will understand how and why laws are created and have a go at creating their own laws.</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>