



Saint Augustine's RC High School



Curriculum Booklet

YEAR 8



Subject: Religious Education

Content or Programme of Study

Autumn Term

1. Judaism

- Introduction to Judaism
- Abraham, Moses and God
- The Torah and the 10 Commandments
- The Synagogue (including role of the Rabbi)
- Sabbath and Kosher
- Rituals and Festivals

2. Prejudice and Discrimination

- Stereotypes
- Causes and effects of prejudice and discrimination
- Holocaust
- Catholic Response
- Martin Luther King

Spring Term

3. Vocation

- What is Vocation?
- Ministry in the Church
- Religious Communities
- Marriage
- Priesthood

4. God and the Sacraments

- 7 Sacraments
- Baptism and the Holy Spirit
- Confirmation, Reconciliation and The Eucharist
- Marriage, Holy Orders and Anointing of the Sick

Summer Term

5. Worship and Liturgical Year

- Liturgical Calendar
- Types of Prayer
- Pilgrimage
- Lourdes and Walsingham
- Jerusalem and Rome

6. Hinduism

- Introduction to Hinduism
- Hindu Gods
- Hindu Holy Books
- Hindu Worship – Mandir
- Karma and Death
- Hindu Festivals

Subject: English

Content or Programme of Study

All pupils follow a varied course covering the new national curriculum requirements and addressing the skills needed for success at GCSE. Lessons are lively and interactive with pupils encouraged to work independently and in teams.

The scheme of work is organised by term and focusses on developing and extending reading, writing and speaking and listening skills. These skills are embedded in the GCSE requirements.

Key reading skills to be developed in Year 8:

- Reading for meaning
- Reading for inference and deduction
- Reading for analysis and comparison
- Reading for evaluation
- Reading across time and genres

Pupils will be presented with a wide variety of texts, encompassing a range of different fiction and non-fiction genres. Texts studied will include examples of modern media e.g. current promotional texts e.g. leaflets/ TV adverts to classical literature e.g. Romantic poetry, pre 1900 prose, as well as 19th Century non-fiction

Key writing skills to be developed in Year 8:

- ✓ Increased accuracy in spelling, punctuation and grammar (SPaG)
- ✓ The use of sentence structures for effect
- ✓ Organisation of writing (paragraphs/links)
- ✓ Using appropriate style/form when writing for different purposes and audiences
- ✓ Employing vocabulary for effect
- ✓ Proofreading, drafting and re-drafting in response to self/peer marking and/or teacher assessment
- ✓ Developing and improving vocabulary

Key speaking and listening skills to be developed in Year 8:

- ✓ Listening to others
- ✓ Group discussion
- ✓ Presentations
- ✓ Role play

Although teaching and learning in English is predominantly skills based, there are certain topics and activities which are currently followed in Year 8:

Autumn Term	Spring Term	Summer Term
<ul style="list-style-type: none"> ▪ <u>Texts Across Time</u> ▪ Passport Reader ▪ Conflict Poetry Anthology (with comparison focus) ▪ Short Stories of the 19th and 21st Century ▪ Narrative writing 	<ul style="list-style-type: none"> ▪ <u>Lend Me Your Ears</u> ▪ Shakespeare Play (choice) – Key Scenes ▪ The Art of Rhetoric ▪ Non-fiction Writing of Speeches & Letters – Persuasion ▪ Passport Reader ▪ EXAM (April/May) 	<ul style="list-style-type: none"> ▪ <u>Classic Modern Drama</u> ▪ Modern Drama – Our Day Out ▪ Passport Reader ▪ Spoken Language Presentations

Each term pupils complete a series of class based and formal assessments in order that we can measure progress against targets and against GCSE criteria. Pupils have been given a copy of their assessment timetable, which they should have either in their exercise book or pupil planner.

Home Learning

Activities designed to enhance pupils' progress in their learning and engagement with English, are set regularly in accordance with school policy.

The Passport Reader programme is on-going Home Learning information about which can be found in pupil planners or on the school website. The English department encourages parents/carers to take an active role in supporting pupils' reading.

Subject: Maths

Content or Programme of Study

Key Stage 3 Maths

In Year 8 our students are following a learning structure based around 10 key principles designed to nurture confidence and raise achievement.

Our 10 key principles are

- Fluency
- Mathematical reasoning
- Multiplicative reasoning
- Problem solving
- Progression
- Concrete – Pictorial – Abstract
- Relevance
- Modelling
- Reflection
- Linking

In line with the 2014 National Curriculum, there is a strong focus on fluency, problem-solving and progression. The scheme we use stretches, challenges and supports all our students with three differentiated tiers known as Pi (support), Theta (core) and Delta (extension), each offering a wealth of worked examples and questions, supported by key points, literacy and strategy hints, and clearly defined objectives.

Year 8

In Year 8, students again will complete 10 of the following units of work, depending on the tier they study.

Number, factors and powers

Area and volume

2D shapes and 3D solids

Straight line graphs /Real-life graphs

Transformations

Fractions, decimals and percentages

Constructions and loci

Probability

Scale drawings and measures

Graphs

Calculating with fractions

Lines and angles

Decimals and ratio

Expressions and equations

Statistics, graphs and charts

Functions and formulae

Throughout years 7, 8 and 9 pupils will be regularly assessed to ensure they are working at the appropriate level, making the progress expected of them and to provide support where it is needed. It may be necessary to move pupils to a higher or lower set to ensure they are always working at a pace that enables them to fully develop their potential.

Support at home

www.vlemathswatch.co.uk

username/password: will be provided by the class teacher

www.mathsworkout.co.uk

username: sarchs

password: scale88

www.numeracyworkout.co.uk

username: sarchs

password: scale88

Subject: Science

Content or Programme of Study

- Food and nutrition
- Plants and their reproduction
- Breathing and respiration
- Unicellular organisms
- Combustion
- The Periodic Table
- Metals and their uses
- Rocks
- Fluids
- Light
- Energy transfer
- Earth and space

Subject: Art & Design

Content or Programme of Study

Year 8

Sept/ Oct	Landscapes/Nature Environmental Art Project Looking at natural forms and our environment Researching Artists e.g. Andy Goldsworthy/David Hockney Landscape painting Autumn Term Assessment Week 1 and 2 directly after Autumn half term (Observational studies using varied media) Observational drawing and painting of a natural form
Nov/ Dec/ Jan	Portraits/Identity Project Researching artists e.g. Picasso/The Green Man/Contemporary Identity Project Portrait drawing Oil pastels pieces Portrait Photography Spring Term Assessment - Week 1+2 directly after February half term (Observational drawing – portrait distortion)
Jan/ Feb/ Mar	Cultures/Aboriginal Art Imaginative drawing and painting
Mar/ Apr/ May	Collage/Relief sculpture Templates Repetition/Pattern/Shape/ Colour Printmaking – string/poly - print Oil Pastels/Painting
May/ June/ July	Summer Term Assessment - PATTERN Last week of May half term and first week of the June half term (after May holiday) Introduction to Doodle Art for Year 9 Project

The Art teachers may choose to alter the order in which the projects are completed due to the sharing of resources between the departments.

Subject: Computing

Content or Programme of Study

Year 8 Computing

- 1. Public Information Systems** – analysis and practical application of how input, process and output underlies computer science.
- 2. Practical Programming** – using BBC microbits and online integrated design environments.
- 3. HTML for Web design** – Programming in a practical way – create a website using HTML focusing on common ingredients of good web design.
- 4. Text Based Programming (STET)** – Introduction to problem solving using a variety of text based programming environments.

Subject: D & T

Content or Programme of Study

Electronics (Systems & Control)

Title of Unit	Teacher	Year	Duration
Configurable electronics - Timers (Astable / Monostable) 'Make it count'	Mr. Hodgson	8	10 Weeks

Pupils continue to develop a systems approach by designing an electronic circuit in response to a situation, by using research and exploration to identify and understand a client's needs.

By applying a combination of component selection and computer simulated circuit design and testing, pupils develop a circuit that uses a timer to generate a time delay, or a signal pulse. This may be activated by a switch or a sensor. This signal will then be used to activate output devices including LED's and/or make a sound.

A practical led unit including the manufacture and assembly of a Printed Circuit Board will allow pupils to reinforce the knowledge, understanding and skills needed to engage in an iterative process of designing and making. Processes including drilling, soldering, circuit population, enclosure manufacture, assembly and testing will also embed the importance of quality control and assurance. The resulting prototype will be an accurately made, reliable and functional product that fulfils the needs of the design situation.

Pupils will be encouraged to use a range of strategies to generate creative ideas and avoid stereotypical responses. This will include recent developments in design and technology, emerging technologies and its impact on individuals, society and the responsibilities towards our environment.

They will develop and communicate their design ideas using annotated sketches, detailed plans, 2d and 3d modelling, computer-aided manufacture, digital presentations and cloud-based computer-based tools. An extension to the unit will include the use of coding for control of a micro-controller using flowchart or basic programming to replace the integrated timing circuits.

Throughout the unit pupils will evaluate their progress, test and refine their ideas leading to an assessment of their overall attempt at the unit of work. Home learning will continue to be assigned to the project and will reinforce the learning of the subject. It is expected that pupils will contribute to the cost of the materials used for their project if they are to be taken home at the end of the unit.

Resistant Materials:

Title of Unit:	Author:	Year	Duration
Memo Holder	A. Fahey	8	10 lessons

Outline of Unit

A project based practical introduction to designing and making using Resistant Materials. The scheme aims to develop the students' understanding of the processes involved in designing and making products. The students will have the opportunity to use various hand tools and practice using these tools to increase their competence with them. During this practical work they will also develop a better understanding of the properties of the materials they encounter as well as the properties that the tools used must have to effectively change the workpiece.

Further reinforcement of the importance of Health and Safety will also be instilled during this project.

At the end of the project the students will evaluate their work and that of their peers to judge its qualities against set criteria. Based upon this they will then be able to suggest improvements that could be made to the products in future.

2D CAD:

Title of Unit:	Year	Duration
2D CAD Introduction to Computer Aided Design CAD (Techsoft 2D Design)	8	10 Lessons

Outline of Unit

A practical introduction to 2 dimensional CAD (Computer Aided Design). Students will be introduced to the 2Dimensional software package 'Techsoft 2D Design V2'. They will learn about the use of set procedures for creating a drawing and experimental use of tools to establish the possibilities and limitations of the software. Students will also be introduced to the collaboration of CAD and CAM and the necessary requirements to integrate the two. Students will complete a series of tutorials to learn the capabilities of the software and have the opportunity to carry out a variety of extension activities to increase their competence with the software. An assessment to prepare a physical product with the skills learned (earbud wrap) will be carried out to allow students to show what they are capable of.

Food Technology:

Year 8	Duration 7 weeks
Unit 3: "Make it! Bake it! Mini meals!"	
Outline of Unit	
The scheme is divided into 4 areas which build on and extend the knowledge, skills and understanding developed in year 7. The scheme aims to develop an understanding of designing and making using food as a material.	
<u>Section 1</u> : Learning about marinates and grill use to make Cajun Chicken skewers.	
<u>Section 2</u> : Continue to explore marinates and safe stir fry techniques to make Fajitas.	
<u>Section 3</u> : Exploring the production of sauces and how these can be combined with pasta to make a simple meal.	
<u>Section 4</u> : A structured set of lessons to involve learning about bread production/ gluten/yeast/taste testing of different breads.	

Subject: Geography

Content or Programme of Study

The topics we will cover are as follows:

- 1. The Work Of The Sea / The Coastal Zone**
- 2. The Changing UK Economy**
- 3. Farming and Food Supply**
- 4. Glaciation**
- 5. Mumbai, A Newly Emerging Economy**
- 6. World Issues**

Subject: History

Content or Programme of Study

The Making of the UK

How GB is Governed Today?

Why did Henry VIII make the Break with Rome? – Assessment Task

Why was Sir Thomas More executed?

Why did Henry close the monasteries? – Assessment Task

What changes did Edward VI make to religion?

Why did Mary Tudor become so unpopular?

How successfully did Elizabeth solve the Problems of her reign?

Should Elizabeth have married?

How successful did Elizabeth use Parliament?

Was Elizabeth right to execute Mary, Queen of Scots?

Groupwork: Mary Queen of Scots, Was she guilty of Darnley's murder?

How well does Elizabeth deal with the Spanish Armada

How well does Elizabeth deal with the problem of poverty during her reign?

How effectively did Elizabeth deal with religious problems?

How successfully does Elizabeth deal with the problems of her reign? – Assessment Task

The Coming of the Stuart kings

Quarrels about Religion

The Gunpowder Plot

Charles I and his problems with Parliament

Angry Parliament

Taking Sides

Civil War

Naseby 1645

Women and the Civil War

The Trial and Execution of Charles I

Groupwork: The Trial of Charles I

How could Britain be governed?

England under Cromwell

Ireland under Cromwell

Cromwell - Hero or Villain?

Charles II

James II

The Bloodless Revolution

Bonny Prince Charlie and the Jacobite Rebellions

Uniting the Kingdom

Regional Differences in Britain

Town and Country

Rich and Poor

The Great Plague

The Fire of London

Christopher Wren and Restoration London

Trade and Overseas Expansion

Groupwork: The Making of the UK

End of year exam

Subject: Modern Languages

Content or Programme of Study

Year 8 Curriculum - Modern Languages

In Year 8 you will continue to study the language you studied in Year 7; if you were in Set 1 you will study the language you chose to study. You will have now been re-grouped according to your progress in Year 7. Focussing on one language will help you extend your vocabulary by using more complex structures and communicating in different tenses. Speaking in the language during lessons will become more natural – you will use it to give your opinions and justify with reasons. You will have opportunity to be creative with the language you know and will be expected to use the language from year 7 in your own written work and speech. As in Year 7, you will have a timetabled lesson in our ICT suite once every two weeks.

Year 8 French / Spanish Scheme of Learning		
	CONTENT	GRAMMAR
A U T U M N	Description of school & facilities School subjects & opinions Expressing preferences Teachers School routine Telling the time Uniform Description using colours & materials School rules Future education plans	Using a wider range of connectives Justifying opinions Comparatives Adverbs of frequency Reflexive verbs Preterite tense [Introduction] Time – at / it is Verb TO GO
S P R I N G	Ambitions Future life plans (where to live/family) Future job intentions Items of food and drink Meals and mealtimes Food preferences Food Shopping Amounts / weights / prices	Use of conditional tense Recap of Near future tense New regular and irregular verbs in the present tense Recap of preterite formation Quantities Transactional language – ordering / asking for items Higher numbers revision
S U M M E R	Shopping – more general Pocket money Jobs in the house How you spend your money Free time activities	Town places New regular and irregular verbs TO HAVE TO... Adverbs of frequency recap Opinion verb phrases Recap of Preterite tense with regular verbs Recap of Near Future tense with regular verbs

Subject: Music

Content or Programme of Study

AUTUMN

1. **Structure and form:** Pupils will learn a variety of musical structure culminating in a ternary form composition.
2. **Jazz and Blues:** Perform a 12 bar blues. Learn about improvisation and incorporate it into their performances

SPRING

3. **Hooks and Riffs:** using knowledge from year 7, pupils will look in depth at the textural effects that can be created from ostinatos/riffs. They will perform a selection of famous riffs and create their own.
4. **Scales:** major, minor and whole tone scales – performance and composition.

SUMMER

5. **Film Music/descriptive music:** Using the skills learnt through the year, pupils will create their own music to a haunted house scene. They will learn about basic film music techniques.
6. **Music of the Caribbean:** with focus on Reggae and Calypso.

Subject: PE

Content or Programme of Study

AUTUMN TERM			
BOYS		GIRLS	
GROUP 1	GROUP 2	GROUP 1	GROUP 2
FOOTBALL	FOOTBALL	BADMINTON	NETBALL
HANDBALL	HANDBALL	NETBALL	BADMINTON
RUGBY	BASKETBALL	GYMNASTICS	TAG RUGBY
BASKETBALL	RUGBY	TAG RUGBY	GYMNASTICS
SPRING TERM			
BOYS		GIRLS	
GROUP 1	GROUP 2	GROUP 1	GROUP 2
TABLE TENNIS	GYMNASTICS	FOOTBALL	ORIENTEERING
GYMNASTICS	TABLE TENNIS	ORIENTEERING	FOOTBALL
BADMINTON	ATHLETICS	DANCE	ATHLETICS
ATHLETICS	BADMINTON	ATHLETICS	DANCE
SUMMER TERM			
BOYS		GIRLS	
GROUP 1	GROUP 2	GROUP 1	GROUP 2
ATHLETICS	ATHLETICS	ATHLETICS	ATHLETICS
SOFTBALL	CRICKET	ROUNDERS	ROUNDERS
CRICKET	SOFTBALL	TENNIS	TENNIS