



Saint Augustine's RC High School



Curriculum Booklet

YEAR 8



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

Pupils will be presented with a range of texts, encompassing a range of different fiction and non-fiction genres. Texts studied will range from the modern e.g. current promotional texts e.g. leaflets/ TV adverts to classical literature e.g. Romantic poetry, pre 1900 prose.

Key writing skills to be developed in Year 8:

- ✓ Accuracy in spelling, punctuation and grammar (SPaG)
- ✓ Forming different sentence structures
- ✓ Organisation of writing (paragraphs/links)
- ✓ Using appropriate style/ form when writing for different purposes and audiences

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"> ▪ Creative Writing – story opening ASSESSMENT ▪ Readalot – including Author Project ▪ Conflict Poetry Anthology (with comparison focus) 	<ul style="list-style-type: none"> ▪ Shakespeare Play (choice) – Key Scenes ▪ Literary Heritage 19th Century short story - ASSESSMENT ▪ Non-fiction Writing of Speeches & Letters - Persuasion 	<ul style="list-style-type: none"> ▪ Non-fiction Reading & Writing of Speeches & Letters – Persuasion (Charities) ▪ EXAM (April / May) ▪ Modern Drama – Our Day Out

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.

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.mymaths.co.uk login: augustine password: reflex (this is changed annually).

www.mathswatchvle.com centre id: august username/password : pupil's school login (i.e year of registration, surname, initial) for both.

www.mathsworkout.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

AUTUMN TERM

- Environmental Art Project
- Looking at natural forms and our environment.
- Researching artists e.g. Andy Goldsworthy
- Landscape painting
- Autumn Term Assessment
- Observational drawing and painting of a natural form.

SPRING TERM

- Identity Project
- Researching artists e.g. Picasso
- Portrait drawing
- Oil pastels piece
- Spring Term Assessment
- Observational drawing – portrait reflection in a spoon.

SUMMER TERM

- Doodle Art Project
- Imaginative drawing and painting
- Collage/3D project

Subject: D & T

Content or Programme of Study

Electronics (Systems & Control)

Title of Unit:	Author:	Year	Duration
Electronic Plaque Project / Systems	D. Smith	8	10 lessons
Outline of Unit			
<p>A project based practical introduction to designing and making using Resistant Materials and Electronic components. 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 work piece.</p> <p>Pupils will acquire the knowledge of basic electronic components and how they function in a circuit.</p> <p>Further reinforcement of the importance of Health and Safety will also be instilled during this project.</p> <p>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.</p>			

Resistant Materials:

Title of Unit:	Author:	Year	Duration
Memo Holder	A. Fahey	8	10 lessons
Outline of Unit			
<p>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.</p> <p>Further reinforcement of the importance of Health and Safety will also be instilled during this project.</p> <p>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.</p>			

2D CAD:

Title of Unit: 2D CAD Introduction to Computer Aided Design CAD (Techsoft 2D Design)	Year 8	Duration 10-14 Lessons
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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 (wallet) 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. Urban Growth-Opportunities and Challenges**
- 3. Farming and Food Supply**
- 4. Mumbai, A Newly Emerging Economy**
- 5. Exploring Kenya, (Challenges & Opportunities)**
- 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

Subject: ICT

Content or Programme of Study

Computer Science

Public Information Systems – analysis and practical application of how input, process and output underlies computer science.

HTML for Web design – Programming in a practical way – create a website using HTML focusing on common ingredients of good web design

Programming using Small Basic – introduction to one of the GCSE computer science favoured programs.

App creation - Looking at the design, creation and testing of Apps

Subject: MFL

Content or Programme of Study

Year 8 Curriculum - Modern Languages

In Year 8 you will begin with French if you are a dual linguist and then change your second language after Christmas. If you studied only Spanish in Year 7 you will continue this into Year 8. You will extend your language 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. In March you will choose which of the languages you have studied you would like to continue with in Year 9.

Year 8 Autumn Term	
French	
C O N T E N T	Countries / capitals Modes of transport Adjectives related to transport Accommodation Describe the local area where you stay Holiday activities Describing a visit to a restaurant Weather Items to take with you Talk about your next holiday in the Near Future Talk about a recent holiday
G R A M M A R	TO TRAVEL TO GO Past tense with regular verbs The near future tense Sequencing phrases Question forming
S K I L L S	Justifying choices / extending sentences Ordering food and drink Buying souvenirs Speaking with confidence Q&A: exchange information Greater complexity in spoken and written language

Subject: Music

Content or Programme of Study

Throughout Year 8 pupils will work through a performance scheme using their recorders. The scheme is based on the ABRSM music medal awards and pupils will be able to gain bronze, silver and gold certificates as they progress through the various pieces.

AUTUMN

1. Structure and form: Ternary form compositions
2. Jazz and Blues: Perform a 12 bar blues

SPRING

3. Carnival of the Animals: Programme music
4. Music and Space: Programme music

SUMMER

5. Scales: major, minor and whole tone scales – performance and composition.
6. Music of the Caribbean with focus on Reggae

Subject: PE

Content or Programme of Study

AUTUMN TERM			
BOYS		GIRLS	
GROUP 1	GROUP 2	GROUP 1	GROUP 2
FOOTBALL	FOOTBALL	BADMINTON	NETBALL
RUGBY	RUGBY	NETBALL	BADMINTON
ORIENTEERING	BASKETBALL	GYMNASTICS	TAG RUGBY
BASKETBALL	ORIENTEERING	TAG RUGBY	GYMNASTICS
SPRING TERM			
BOYS		GIRLS	
GROUP 1	GROUP 2	GROUP 1	GROUP 2
DANCE	GYMNASTICS	FOOTBALL	ORIENTEERING
GYMNASTICS	DANCE	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

Subject: Religious Education

Content or Programme of Study

AUTUMN TERM

Christian Living:

- ✚ Prejudice
- ✚ Discrimination
- ✚ Tolerance
- ✚ Advent Project / Christingle

SPRING TERM

Vocation:

- ✚ Priest and Parish
- ✚ Religious Orders
- ✚ Religious Institutions

Worship in Action:

Christian Seasons:

- ✚ The Liturgical Calendar
- ✚ Pilgrimage
- ✚ Lourdes

SUMMER TERM

God:

Our relationship with God:

- ✚ Our Faith Journey
- ✚ The Sacraments

World Religion:

Eastern Religion

- ✚ Hinduism