

Year 8 Autumn topics

English

<i>Autumn 1</i>	<i>Autumn 2</i>
<i>3rd September 2020 - 26th October 2020</i>	<i>2nd November – 20th December 2020</i>
Content THE HATE U GIVE	Content Romeo and Juliet and Imaginative writing
Assessment Objectives This is the knowledge, application and skills assessed by the Big Test: READING AO1: Identify and interpret explicit and implicit information and ideas. Select and synthesise evidence from different texts. AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views. AO4: Evaluate texts critically and support this with appropriate textual references. WRITING AO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts. AO6: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation	Assessment Objectives This is the knowledge, application and skills assessed by the Big Test: READING FOR LITERATURE AO1: Read, understand and respond to texts Students should be able to maintain a critical style and develop an informed personal response. Students should be able to use textual references, including quotations, to support and illustrate interpretations. AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate. AO3: Show understanding of the relationships between texts and the contexts in which they were written. WRITING AO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts. AO6: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

Maths:

<i>Autumn 01</i> <i>Weeks 1 – 7 (7 weeks)</i>	<i>Autumn 02</i> <i>Weeks 8 – 15 (8 weeks)</i>
7.16 Angles (Week 4) 8.01 Indices 8.02 Prime Factorisation 8.03 Rounding (Fluency/starter/plenary/homework task and not as a main topic) 8.04 Fractions 8.05 Negative numbers review (Fluency/starter/plenary/homework task and not as a main topic)	7.14 Expand and Factorise 7.15 Substitution 8.06 Linear equations 8.07 Forming and solving linear equations 8.08 Coordinates and basic graphs (Fluency/starter/plenary/homework task and not as a main topic)

<p>Apply the properties of angles at a point, angles at a point on a straight line, vertically opposite angles, angles in polygons (Week 4)</p> <p>Use integer powers and associated real roots (square, cube and higher), recognise powers of 2, 3, 4, 5 and distinguish between exact representations of roots and their decimal approximations</p> <p>Use the concepts and vocabulary of prime numbers, factors (or divisors), multiples, common factors, common multiples, HCF, LCM, prime factorisation, including using product notation and the unique factorisation property</p> <p>Multiply and divide fractions and mixed numbers</p>	<p>Simplify and manipulate algebraic expressions to maintain equivalence by multiplying a single term over a bracket or by taking out common factors</p> <p>Substitute into simple formulae (including negative numbers)</p> <p>Use algebraic methods to solve linear equations in one variable (including all forms that require rearrangement)</p> <p>Model situations or procedures by translating them into algebraic expressions or formulae and by using graphs</p> <p>Coordinates and developing algebraic relationships</p>
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Science:

Autumn 01		Autumn 02	
8PL: light		8CP: periodic table 8BD: diet and nutrition	
8PL	The unit builds on work done at KS2, which should be borne in mind in terms of starting points. Students should know that light travels in straight lines, is reflected and enters the eye in order to see. The unit begins by looking at light as a wave, that transfers energy and what happens when it meets different surfaces. Electrical and chemical effects should be studied – perhaps by way of a solar cell investigation. The unit then moves to reflection, refraction in more detail and this offers the opportunity to look at reproducibility in data and accuracy of measurements, before moving on to vision and problems with vision. The colours of the spectrum and how colour is seen and then how different coloured light can be produced and affects the colour of objects. The final section deals with the Earth in space, the cause of seasons and the Earth's place in the universe. Connections between this and light can be explored – light years, speed of light etc.		
8CP	This unit of work begins what an element is and how elements can combine/mix to form compounds and mixtures. Some work is then done linking elements to the periodic table and their significance. Following this compounds are studied in more detail including naming them and how to write a formulae. This links to the next area of conservation of mass showing the same numbers of atoms on each side of a balanced symbol equation and use the reaction of magnesium and oxygen to help develop an understanding of this. The periodic table is then looked at in more detail starting first with the Dalton atomic model and moving on to the nuclear model and electron configuration. Group 1 and 7 and their main properties are then looked at in further detail including their reactivity and general uses.		
8BD	This unit builds on the work done in year 7 on organ systems and diffusion. It begins by establishing the components of food and the use of each within the body. Student will look at what is meant by a balanced diet and the consequences when nutritional and calorie intake is not inadequate or excessive. Students will carry out practical to test foods for the main components and then move on to look at the organs of the digestive system and the role each plays in digestion. The role of enzymes is introduced as part of this, as well as the role of gut bacteria.		

PE:

Autumn 01	Autumn 01
Weeks 1-7 (6 weeks)	Weeks 1-7 (6 weeks)
Rounders Basketball Football Cricket Handball	Rounders Basketball Football Cricket Handball

Construction:

Autumn 01	Autumn 02
<p>Content</p> <p>Moneybox project Health and Safety</p> <p>Tools and Equipment Types of materials,</p> <p>Theory on components and their uses</p> <p>Mini Test</p> <p><u>Assessment Objectives</u></p> <p>This is the knowledge, application and skills assessed by the Big Test:</p> <p>To understand why we undertake health and safety rules</p> <p>To be able to describe and identify the uses of tools in project.</p> <p>To be able to explain the different types of wood,</p> <p>The materials and components used in project.</p> <p>To be able to use handtools effectively to make their moneybox</p>	<p>Content</p> <p>Moneybox project Drawing in Techsoft 2D using isometric grid</p> <p>Introduction to scales of production - Introduction to CAD CAM</p> <p>The big test</p> <p><u>Assessment Objectives</u></p> <p>This is the knowledge, application and skills assessed by the Big Test:</p> <p>To be able to understand the difference between a clearance, pilot and countersink holes</p> <p>To understand which tool should be used for cutting different materials</p> <p>To be able to draw their desired design on 2D Techsoft</p> <p>To know the advantages and disadvantages of CAD CAM</p>

Geography:

Autumn 01	Autumn 02
<i>Weeks 1 – 7 (6 weeks)</i>	<i>Weeks 8 – 15 (8 weeks)</i>
<p>Content 3/9 Population Distribution Globally and Factors Influencing Distribution</p>	<p>Content</p>
<p>10/9 Population Explosion (factors including; birth rate, death rate, natural increase) Buffer</p>	<p>29/10 Migration case study Migration case study extended writing</p>
<p>17/9 The demographic transition model Population pyramids</p>	<p>5/11 Revision</p>
<p>24/9 Population pyramids</p>	<p>12/11 Test Feedback</p>
<p>1/10 Factors affecting population differences Population control DME</p>	<p>19/11 Structure of the Earth</p>
<p>8/10 Population control DME write up The UK's ageing population</p>	<p>26/11 Plate Boundaries, Distribution of Tectonic Hazards, Convection Currents Types of Crust, Features and Characteristics of the Types of Plate Boundaries (conservative, collision, destruction, constructive)</p>
<p>15/10 Push and pull factors</p>	<p>3/12 Develop depth of explanation of types of plate boundary (LAPs destructive and conservative only)</p>

<p>Assessment Objectives</p> <p>This is the knowledge, application and skills assessed by the Big Test:</p> <p>Describe the global distribution of biomes.</p> <p>Understand the factors that influence the distribution of biomes.</p>	10/12 Buffer Destructive and Shield Volcanoes
	<p>17/12 Living near and preparing for volcanic hazards</p> <p>Assessment Objectives</p> <p>This is the knowledge, application and skills assessed by the Big Test:</p> <p>Can explain adaptations in two contrasting biomes.</p> <p>Assess the opportunities and challenges of human exploitation of biomes. Can explain erosional processes and landforms</p>

RE:

Autumn 01 Christianity 7 weeks	Autumn 02 Christianity 8 weeks
<p>Content</p> <ol style="list-style-type: none"> 1. Introduction to Christianity and the bible (where did it all come from?) 2. In the beginning [creation] 3. Adam and Eve 4. Stewardship/Dominion and Responsibility <p>Homework: What is the story of Genesis?</p> <p>Homework: What should Christians do actively to act as a steward for the world?</p>	<p>Content:</p> <ol style="list-style-type: none"> 1. Temptation- Adam and Eve. 2. Interfaith. 3. Alternative beliefs to creationism. <p>Homework: What is the result of the story of Adam and Eve?</p> <p>Homework: Revise for assessment.</p>
<p>Assessment Objectives</p> <p>This is the knowledge, application and skills assessed by the Big Test:</p> <p>Grade 5: Pupils are able to argue different points of view, including their own opinion and examine evidence. Pupils are able to analyse religious beliefs and teachings. There is an excellent use of key terms</p> <p>Grade 4: Pupils are able to examine the different views and are able to choose the views they agree with. There is clear application of religious teaching. There is an excellent use of key terms.</p> <p>Grade 3: Pupils can interpret different views, making links to different religious beliefs and teachings. There is an organised structure with an accurate range of key terms.</p> <p>Grade 2: Students will be able to state religious beliefs in their answer and be able to compare different views. There is a use of varied key terms.</p> <p>Grade 1: Students are able to state what belief and truth is. They have a basic understand of key terms.</p>	

History:

Autumn 01 Weeks 1 – 7 (6 weeks)	Autumn 02 Weeks 8 – 15 (8 weeks)
<p>Content: The Reformation and Henry VIII</p> <p>We study the role of Martin Luther who was a German monk who criticised the Catholic Church. We will then look at the long-term impact and significance of the European Reformation. Martin Luther's ideas had a big impact in England.</p>	<p>Content: Tudor Religious Rollercoaster</p> <p>We will look at an overview of all the other Tudor monarchs and the religious changes that they brought. In England there were many swings between Protestantism and Catholicism.</p>

We will then look at the role of Henry VIII and how he used the idea of Protestantism to establish a new church in England and made himself Head of that Church (the Church of England). We will think about why this happened and we will look at Henry VIII's Great Matter (when he tried and succeeded in getting a divorce from his first wife), and why he decided to break up the monasteries (the Dissolution).

Skills:

Source analysis, introduction to working with interpretations, looking at causes, consequences, and students will be introduced to the idea of significance and what historians mean by it and how they decide what is significant.

Cultural capital: Learning about religious diversity and tolerance. Thinking about what it means to be a good or bad ruler and the introduction of some political ideas.

We will then look in more detail at the challenges and successes of the Elizabethan period - for example victory over the Spanish and the defeat of the Spanish Armada and the problems and changes with the Religious Settlement. The Religious Settlement was Elizabeth's attempt to please the Catholics and the Protestants.

We also look at how Elizabeth dealt with issues such as poverty, religion, image and plots against her rule. This will help students who decide to take GCSE History as this is something we study in Year 10/11.

Skills:

Compare and contrast monarchs, further work on sources and interpretation and dealing with bias (when something is one-sided). Consequences of decisions and actions.

Cultural capital: Interpret art to make a judgement and look at the ways that art and culture were used to show the power of Elizabeth.

Art:

<i>Autumn 01</i>	<i>Autumn 02</i>
<i>Weeks 1 – 6 (6 weeks)</i>	<i>Weeks 8 – 15 (8 weeks)</i>
<p>Content Introduction to types of street art and illustrative art in contemporary culture, whiteboard presentation.</p> <p>Know how to compose with letter shapes.</p> <p>Assessment Objectives This is the knowledge, application and skills assessed by the Big Test: Know how to create a composition using block capital letters Know how to overlap letter shapes Know how to make letter shapes stand out by using contrasting tones Be able to draw a variety of font styles Know how to add graffiti pattern effects/themes to letters Know how to use colour to enhance a design Know how to create 'solid' forms by using shadow</p> <p>Tasks – Classroom rules/expectations, social distancing Differentiated Graffiti Baseline Test 3 names in graffiti fonts Spray can character</p>	<p>Content Create a graffiti collage showing application of different media.</p> <p>Explore the work and Life of Banksy</p> <p>Assessment Objectives This is the knowledge, application and skills assessed by the Big Test: Know how to create a spray can character with facial features Know how to add graffiti pattern effects/themes to letters Develop colour application using different media Know what assessment criteria are / how to improve presentation Select and reject ideas, Final graffiti composition using own name and identity theme To be familiar with the work of Banksy</p>

French:

Autumn 01 Weeks 1 – 7 (6 weeks)	Autumn 02 Weeks 8 – 15 (8 weeks)
<p>Content</p> <p>Recap- year 7 c'est parti & Famille et Copains:</p> <p>Describing self/others</p> <p>Hair + Eyes</p> <p>Adjective agreement – singular/plural</p> <p>Full paradigm être & avoir (present tense)</p>	<p>Content</p> <p>Chez moi:</p> <p>Places to live</p> <p>Habiter – full paradigm (tenses- present & conditional)</p> <p>Descriptions house/ bedroom Prepositions</p>
<p>Assessment Objectives</p> <p>This is the knowledge, application and skills assessed by the Big Test:</p> <p>C'est parti & Famille et Copains</p> <p>Speaking/ Reading/ Writing/ Listening</p> <p>I can :</p> <p>Greet people</p> <p>Ask questions & give details about myself, my family & my pets</p> <p>Ask for and give opinions</p> <p>Conjugate and use the verbs etre and avoir with adjectival agreement and negative</p>	<p>Assessment Objectives</p> <p>This is the knowledge, application and skills assessed by the Big Test:</p> <p>Famille et Copains & Chez moi</p> <p>Speaking/ Reading/ Writing/ Listening</p> <p>I can :</p> <p>Ask questions & give details about myself, my family, my pets and where I live/would like to live</p> <p>Ask for and give opinions</p> <p>Conjugate and use the verbs etre and avoir and habiter with adjectival agreement and negatives</p> <p>Describe my house / ideal house</p>

Spanish:

Autumn 01 Weeks 1 – 7 (6 weeks)	Autumn 02 Weeks 8 – 15 (8 weeks)
<p>Content: Culture and learning a language</p> <p>Why study languages</p> <p>Dictionary skills</p> <p>Class room instructions</p> <p>Useful phrases</p> <p>Countries that speak Spanish</p> <p>History of Spain</p> <p>Lifestyle</p> <p>Question words</p> <p>Recap Bienvenidos - Revise what was covered during lockdown :</p> <p>date of birth</p> <p>birthdays</p> <p>3rd person</p> <p>days of the week</p> <p>dates</p> <p>Class room objects</p> <p>Masculine and feminine</p> <p>Plurals and grammar</p> <p>Asking questions</p>	<p>Content: Tu y yo and christmas</p> <p>Halloween and the day of the dead</p> <p>Opinions and infinitives</p> <p>Justifications using adjectives</p> <p>Conditional conjugations of opinions</p> <p>Present tense verbs and conjugations</p> <p>Countries</p> <p>Masculine and feminine</p> <p>Nationalities</p> <p>Stereotypes</p> <p>Grammatical endings and use of ser</p> <p>Saying where you live using vivir</p> <p>Languages</p> <p>Christmas in Spain</p>
<p>Assessment Objectives</p> <p>This is the knowledge, application and skills assessed by the Big Test:</p> <p>To understand the dictionary codes</p> <p>To be able to understand classroom instructions</p> <p>To understand why people should study languages</p> <p>To understand the history of Spain</p> <p>To be able to understand and explain the Spanish lifestyle</p>	<p>Assessment Objectives</p> <p>This is the knowledge, application and skills assessed by the Big Test:</p> <p>To be able to identify and use words related to Halloween and the day of the dead.</p> <p>To understand how to use opinions with infinitives and give reasons</p> <p>To understand conditional opinion phrases</p>

<p>To Speak about different Spanish-speaking Countries To be to use question words and ask questions To understand how to use opinions with infinitives and give reasons To be able to use date of birth, birthdays 3rd person, days of the week, dates To be able to talk about classroom items using masculine, feminine, singular and plurals Mini test to be done half way through topic covering what they have learnt so far.</p>	<p>To understand present tense conjugations To identify and use worldwide countries. To be able to locate countries around the world To understand nationalities To be able to use masculine and feminine nationalities correctly To be able to say where they are from as well as say what nationality they are as well as other people using the verb ser correctly To ask where someone lives and be able to answer it using the verb vivir. Using the verb vivir to say where other people live. Identifying worldwide languages. Identifying different languages spoken in Spain. Asking and saying what languages people speak using hablar. Using the verb hablar to say what languages other people speak. To understand how Christmas is celebrated in Spain</p>
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Drama:

<p>Autumn 01 Weeks 1 – 7 (6 weeks)</p>	<p>Autumn 02 Weeks 8 – 15 (8 weeks)</p>
<p>Scripted performance- Study of modern text- The runaway Exploring acting skills and techniques Develop an understanding of student's confidences Abilities acting: voice-face-body-space- techniques for lifting Playing it forward</p> <p>allowing for assessment and work to be practical or written depending on the cohort/class/ confidences and Covid risk assessments</p>	<p>Devising performance</p> <p>Conventions: Still image Thought track Slow motion Angel vs devil Playing it forward</p> <p>Stimulus: BLM protests links to Edward Colston, Paul Stephenson and Rosa Parks</p>
<p>Assessment Objectives</p> <p>1.3 how the writer communicates role/character through language</p> <p>Either performing or writing about: 2.1 Perform the chosen section from the modern text by: a. Using spoken dialogue and related movement b. Demonstrating effective vocal skills including pace, tone, clarity, articulation, rhythm and musicality c. Appropriately interpreting the character</p>	<p>Assessment Objectives</p> <p>2.1 Work with others to plan and rehearse the performance 2.2 Present a performance to a target audience 2.3 Demonstrate acting skills during the performance</p>

Hospitality:

<p>Autumn 01 Weeks 1 – 8 (8 weeks) 1/9/20 - 23/10/20 - OCTOBER HALF TERM</p>	<p>Autumn 02 Weeks 8 – 15 (7 weeks) 2/11/20 - 18/12/20 - CHRISTMAS</p>
<p>Content Hygiene and Safety Food, Personal & kitchen hygiene EHO and role</p>	<p>Content Practical skills Food Storage The danger Zone</p>