



MALET LAMBERT

TRADITIONAL VALUES • CONTEMPORARY ASPIRATIONS • CREATIVE CURIOSITY



CURRICULUM GUIDE 2026/27

Year 8

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Units taught in Year 8

AUTUMN	SPRING	SUMMER
Animals  Animals Project A range of materials and skills/techniques: Drawing, painting, charcoal, collage, oil pastels, ink, fineliner.	Hybred animals 	endangered spieces 

Main skills developed in Year 8

- Use of a wide variety of materials and techniques in a consistent and effective way
- How to plan, develop and produce a final piece in an organised and creative way
- How to apply the formal elements – line, shape, tone, texture, pattern and colour
- How to interpret a work of art in different ways based on cultural and historical context
- How to use a variety of sources and information to inspire new works
- How to interpret reality in different ways from traditional perspectives
- How to produce a work of art which clearly communicates an idea, emotion or opinion
- How to attract/ meet the needs of a particular audience

How parents can help to support their child's learning

- Provide paper and materials at home so students can regularly produce their own work
- Visit local exhibitions/ cultural events and discuss them
- Encourage them to go the extra mile with presentation and creativity of homework
- Watch relevant documentaries/ programmes relating to art history/ practice
- Have a go yourself!

Computing

Units taught in Year 8

AUTUMN	SPRING	SUMMER
Web Design – What makes a good website? Students learn about cyberbullying and other related e-safety issues as well as key legislation relating to these issues. They then apply their knowledge and build their web creation skills by designing a website on cyberbullying, aimed at a younger audience	Digital Image Editing – Can you always believe what you see? Students are given an industry related scenario to produce a professional piece of artwork using industry standard graphics software. Students develop their graphic skills in the software before being asked to produce the finished graphic for the given scenario	Computer Science – What is a text based language? Students develop their programming skills further by studying and learning to code in a text based programming language.
Modelling – What’s the quickest way of working something out? Students gain an understanding and build their skills in industry standard spreadsheet software	Digital presentations – How do you engage an audience? Students develop their skills in creating digital presentations using industry standard presentation software	Legislation - How do you use technology within the law? Students will study how the law affects how we can use computers and how we use them.

Main skills developed in Year 8

- Design, use and evaluate computational abstractions that model the state and behaviour of real-world problems and physical systems
- Understand several key algorithms that reflect computational thinking (for example, ones for sorting and searching); use logical reasoning to compare the utility of alternative algorithms for the same problem
- Use two or more programming languages, at least one of which is textual, to solve a variety of computational problems; make appropriate use of data structures (for example, lists, tables or arrays); design and develop modular programs that use procedures or functions
- Undertake creative projects that involve selecting, using, and combining multiple applications, preferably across a range of devices, to achieve challenging goals, including collecting and analysing data and meeting the needs of known users
- Create, re-use, revise and re-purpose digital artefacts for a given audience, with attention to trustworthiness, design and usability Understand a range of ways to use technology safely,

respectfully, responsibly and securely, including protecting their online identity and privacy; recognise inappropriate content, contact and conduct and know how to report concerns.

How parents can help to support their child's learning

Encourage practicing the skills they learn at school with particular attention to learning to program in different languages by downloading and installing the relevant software which is freely available at no charge. Students will be given the links to the sites where they can find the software for free.

Students will be set homework activities for longer projects which require work to be produced and used in the following lessons.

SMSC and British Values

In KS3 SMSC is addressed through a range of units each year. Each year has a dedicated online safety unit which covers appropriate content to ensure students develop safe practices for using technology and the internet. Through-out a students time in KS3 they will learn about specific computing related legislation, and how technology is changing communities, and society as a whole. There will be opportunities to discuss and working collaboratively in person and using technology to develop socially.

In GCSE Computer Science, SMSC is addressed in the Legal & Ethical unit. Students will learn about, and discuss a wide range of topics surrounding how computers impact society, moral implications of the use of technology, and how technology is changing communities around the world. Topics discussed include: technology's impact on communication, the moral and ethical implications of artificial intelligence, and the technology's impact on community both in the real world and online. Students study computing related legislation including the Copyright, Designs, and Patent Act, The Data Protection Act (2018), and The Computer Misuse Act, and how to use computers legally and responsibly.

Design & Technology

Units taught in Year 8

Pupils will study 5 units of work across 3 rotations in Design & Technology throughout the year.

Year 8 Units

Design & Technology - Food

Pupils develop their knowledge of nutrient groups with an emphasis on Macro nutrients (Proteins, fats and carbohydrate groups). They continue to build confidence in the food room setting, practicing skills with a wide range of tools and equipment. Quality control becomes a key focus in Year 8. Pupils make frittata, shortcrust pastry, Yorkshire curd tarts, mince beef cobbler and banana muffins. They develop key technical skills including pastry making and the safe handling of raw meat (or relevant substitutes). Pupils expand their awareness of food science learning about how cheese is made. They explore where their food comes from and discuss ethical farming methods.

Design & Technology - Timbers

In year 8 pupils will expand upon their knowledge of materials and will be introduced to timbers. Pupils will develop theory knowledge of the classifications and common types of timbers, as well as further developing their workshop skills, being introduced to some challenging tools and machinery. Pupils will develop their skills in the production of a Forstener drilled trinket box, exploring quality control and timber finishing.

Design & Technology - Metals & Polymers (New Technologies)

Pupils will be introduced to a range of new and emerging technologies important in our world and will also build upon their year 7 knowledge of metals and polymers, looking at where materials come from and the impacts this might have on the environment. Pupils will expand on their CAD skills from year 7 in the production of a pewter cast metal decoration, using metal finishing skills.

Design & Technology - Product Analysis and Disassembly

Pupils will explore the common manufacturing process of injection moulding, as well as scales of production, before developing an understanding of integral product parts and standard components through disassembling a product. They will develop analysis skills to consider it's design and function. Pupils will then consider ergonomics and ease of use, to produce a developed design idea, building upon design communication skills from year 7.

Design & Technology - Sustainable Design

Pupils are introduced to the idea of sustainable design and how our actions can impact the environment. Pupils will develop an understanding of the 6 Rs of sustainability, renewable and non-renewable energy sources, and social and moral considerations. Pupils will also develop electronic soldering skills, using standard components to produce a functioning solar powered torch light.

Main skills developed in Year 8

- The ability to make conscious health and safety choices to keep themselves and others safe.
- Independent use of a range of machinery and equipment to aid in the production of practical outcomes.
- Developing an awareness of sustainable choices, as well as social, moral, and other environmental issues.



- Self and peer reflection and evaluation skills.
- Design and analysis skills.
- Developing key vocabulary and technical terminology.

How parents can help to support their child's learning

- Purchasing ingredients for Food Technology practical lessons.
- Supporting pupils with the completion of homework tasks.
- Ensuring pupils follow the health and safety contract.
- Taking an interest in the projects they are involved in, by discussing school work at home.



Drama

Units taught in Year 8

AUTUMN	SPRING	SUMMER
Forum Theatre, Commedia Dell'Arte and Pantomime	How can theatre be used to make a stand?	Silent Movies!
Pupils will refine their understanding of theatre through looking deeper at its impact and purpose. In the first half-term, pupils will explore the work of renowned Brazilian theatre practitioner Augusto Boal, who uses theatre as a way to highlight oppression, and therefore act as a tool for social change. In the second half-term, pupils will explore how comedy has developed over time to excite and amaze an audience. They will look into the ancient Italian style of Commedia dell' Arte as well as Melodrama and finally Pantomime. They will develop their exaggeration, mime and slapstick skills.	In the first half-term pupils explore the captivating and moving play of Blood Brothers by Willy Russell. They will delve deeply into the characters and story to explore the themes of social class, friendship and growing up. In the second half-term, pupils will define their devising skills. They will be presented with a range of thought provoking stimuli, to create more abstract theatre which has a clear message and purpose.	Pupils will develop the physical skills they learnt in term 1 to create scenes based on silent movies. They will explore a range of silent movie techniques and stock characters. They will use non-verbal and exaggeration skills to perform silent movie scenarios, and will work in groups to develop their own silent movie scenes

Main skills developed in Year 8

- Refine their performance skills by participating in practical exercises responsibly and confidently and collaborating with their peers
- Experiment in drama activities using acting skills and technique which skill to style and genre
- Explore contrasting styles and genres of theatre and understand the impact and effect on the audience
- Critically reflect on their own and others work by identifying successes and areas for improvement

Drama activities will continue to develop their teamwork, imagination and trust. Activities will begin to provide students with a broad knowledge of theatrical style while allowing them to overcome inhibitions and build positive relationships: all of these are essential to future successes for life.

SMSC and British Values

In drama, we support pupils to:

- Develop their skills in: collaboration, communication, concentration, confidence and creativity
- Develop their emotional intelligence and empathy skills
- Develop their independence and self-management skills

- Accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the school community and beyond
- Develop their appreciation of and respect for their own and other cultures, through the exploration of drama from different genres and culture

English

Units taught in Year 8

AUTUMN	SPRING	SUMMER
WRITING: The Gothic A narrative piece of Gothic writing Grammar focus: Prefixes, suffixes, modal auxiliaries, prepositions	WRITING: Current Affairs Write a newspaper article to present a viewpoint Grammar focus: Drafting and rewriting, comparative and superlative adjectives.	WRITING: English Through Time A descriptive piece of writing based on a mythical beast Grammar focus: Revision of apostrophes, brackets, hyphens, ellipsis
READING: Wild Boy An extract from the play based on a theme/character leading into a whole text question Grammar focus: Concrete, abstract, proper nouns, adverbial phrases, imperatives	READING: Poetry: Place/Culture Compare and contrast two poems from other places and cultures Grammar focus: Revision of simple, compound and complex sentences, connectives	READING: The Tempest/ A Midsummer Night's Dream An extract from the play based on a theme/character leading into a whole text question Grammar focus: Revision of embedded clauses, connectives, semi-colons, colons

Main skills developed in Year 8

- Writing, reading and speaking and listening will be assessed throughout the year
- Identifying key themes and characters in texts
- Selecting evidence to support views
- Use of PEED (POINT, EVIDENCE, EXPLAIN, DEVELOP) in order to analyse a text successfully
- Collating information from a range of sources
- Developing vocabulary within own writing
- Understanding of social/ historical contexts of texts
- Exploring language devices used by writers
- Speaking and listening
- Organising writing into paragraphs
- Varying sentence structures
- Key literacy skills
- Using a range of punctuation
- Develop skills in working as part of a group, in pairs and independently

- Continue to develop an understanding of different genres of writing
- Developing a range of personal, listening and thinking skills within a variety of contexts
- SPaG

How parents can help to support their child's learning

- Encourage your child to review their written work and re-draft for improved technical accuracy
- Encourage reading for pleasure at home to enhance the understanding of different text types and reading for meaning
- Encourage your child to share their homework tasks with you and therefore check their accuracy, presentation and depth before handing homework in

Students will be set weekly homework tasks.

Geography

Units taught in Year 8

AUTUMN		SPRING	
Unit 1 Where does money go when it is spent? This topic is informed by the book <i>The Almighty Dollar</i> by Dharshini David - which follows a dollar around the global economy. It will build on the Globalisation and Development foundation created in year 7.	Unit 2 Why does the largest country not have the largest population? This unit is all to do with population and Russia. It looks at human and physical factors controlling population distribution. The demographic transition model is introduced which builds on the pupils understanding of development indicators.	Unit 3 How do meteorologists measure weather? In the topic pupils learn about weather systems and how they impact us. The pupils will study atmospheric processes and how they lead to different weather conditions. The unit will culminate in pupils having the opportunity to plan, conduct and analyse their own field work data collected around the school site.	Unit 4 Do we let the River Ouse flood? Pupils will learn about the power of river processes. They will explore the ways people protect land around rivers and calculate risk. Pupils will also have a grasp of some GCSE terminology, learning about the ways rivers erode and material transported along the channel.
SUMMER			
Unit 4 Should rural farmers migrate to Mumbai? This synoptic topic will revisit inequality whilst introducing new concepts like migration and settlement hierarchy. There will be opportunities to develop map and GIS skills to identify migration patterns across India. This topic will build on GCSE terminology such as NGO's and TNC's.	Unit 5 Who are the winners and losers of climate change? This topic will build on the understanding of weather systems introduced earlier in the year and investigate the human and physical causes of climate change. Sustainability is a key concept that is referred to throughout this unit. Lessons will then focus on particular case studies and begin to assess which countries will be most impacted by rising temperatures and sea		

Main skills developed in Year 8

- Constructing maps and plans at a variety of scales, using graphical techniques to present evidence
- Investigation skills including analysing data, interpreting information, evaluating methods and forming conclusions
- Justifying opinions and decisions
- Decision making and problem solving skills
- Interpret Ordnance Survey maps, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs
- Use Geographical Information Systems (GIS) to view, analyse and interpret places and data
- Use fieldwork data in contrasting locations to analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information.
- Literacy and numeracy skills
- Analysing and manipulating data
- Comparing and contrasting information
- Communicating knowledge and understanding using geographical vocabulary and conventions in both speech and writing
- Developing spelling, punctuation and grammar skills throughout the Geography curriculum.

How parents can help to support their child's learning

- Encourage your child to watch the news and discuss it
- Encourage your child to read widely including newspapers and websites
- Encourage your child to visit areas of geographical interest such as coasts and upland areas and discuss their formation
- Encourage your child to make sustainable decisions about transportation, food and shopping

SMSC and British Values

Spiritual development within Geography involves students being encouraged to explore sexism, racism and discrimination through the discussion of development and inequality. Students are encouraged to express their own opinion and explore different examples. Students also explore their own feelings and meaning and reflect upon topics such as ethics in Geography with regards to how governmental or industrial activities impact on residents, employees and the environment. Students are encouraged to explore these concepts and challenge actions that should be taken. This also helps to develop student's empathy and compassion skills and allows them to take into consideration other people aims, values, principles and beliefs.

Moral development within Geography involves students being required to evaluate, comment upon and discuss various moral issues relating to physical processes and human practices. They will do this through the use of observations, gathering of information and studying these processes in a real life setting to support this. Students are therefore given the opportunity to consider a variety of information relating to controversial issues in order to make valid judgments. Students spend a large proportion of the course investigating social, economic and environmental impacts and come up with solutions on how they can be managed sustainably. Students also draw upon their own knowledge to distinguish between what is right and wrong.

Social development within Geography involves students being encouraged to develop their team working skills through collaborative work and research. The students also explore the concept of teams and the roles that individuals have to play and how this can impact the human and physical world. Throughout the curriculum, students are given the opportunity to exercise their leadership skills. Students often work collaboratively to understand new concepts and share information researched, thus giving the students responsibility over their work. They regularly evaluate their personal contribution to work completed within group activities and are encouraged to take on different roles and responsibilities within these activities

Cultural development within Geography involves students being given the chance to look at the changes within society and how they may impact on different cultures. Students are encouraged to explore the impact of migration within the UK and elsewhere in the world and the impact this has on culture.

History

History Themes - BIG STORIES that we develop throughout KS3:

- Power and control
- Lives of ordinary people
- History that is local to us in Hull
- Britain's place in the world

Units taught in Year 8

AUTUMN	SPRING	SUMMER
Were religious problems resolved in 17th century England? - Retrieval of Y7 key knowledge and skills - James I and the Gunpowder Plot - English Civil War - Local History: Civil War Hull - Interpretations of Cromwell - The restoration of Charles II - King Billy and Hull - the Glorious Revolution - Act of Union 1707 - The changing power of parliament	What influenced power in Industrial England, 1750 - 1914? - Why the King lost control - a constitutional monarchy - Cultural shift - Liberalism and the Great Exhibition - Impact of the American and French Revolutions on the UK - Working class rebellions - Chartists and Peterloo - Liberal Reforms - who brought about change? - Women's Suffrage - Did the methods of the Suffragettes work? - The Representation of the People Act 1918	Experiences of Enslaved People throughout the British Empire - African kingdoms - Benin and Songhai before the slave trade - Defining the slave trade - The role of the British in the Triangular Trade - Experiences of enslaved people - the middle passage - Experiences of enslaved people - America and the West Indies - Slave profiteers - how should they be remembered? - Why was slavery abolished - rebellions and anti-slavery campaigns. Local Site Study Wilberforce House
Did the workers benefit from the Industrial Age, 1750-1900? - Change and continuity on the Industrial Age - New inventions - People's lives in the Industrial Age - working class men; working class women; working class children - Changes in understanding disease and public health - Industrial Hull & Joseph Malet Lambert - Migration in Industrial England - Why couldn't the police catch	Who benefited from the British Empire? - The building of empire - Importance of the East India Trading Company - Case Study: India - before the British Empire; British Invasion and impact; Indian resistance - Colonisation of Australia - Ireland and the Great Hunger - Resistance to British Empire - Zulu and Boer Wars - Interpretations of Empire	Fighting for Black Civil Rights 1865 - present. - American Civil War and end of slavery - Life for Black Americans in the Reconstruction era - The Black Civil Rights movement - Civil disobedience - Martin Luther King - Violent tactics - Black Power - Impact on lives in Britain - the Windrush Generation, 1980s Race Riots - Impact in Africa - Nelson Mandela

Jack the Ripper?		- Legacy of the Civil Rights movement - Black Lives Matter.
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Main disciplinary skills developed in Year 8

- Chronology
- Knowledge and understanding
- Explanation of causes and consequences
- Significance
- Source enquiry

Interpretations of history

Mathematics

Units taught in Year 8

AUTUMN	SPRING	SUMMER
<u>Unit 1: 3D Shape</u> Properties of 3D shapes Volume Surface area Metric units	<u>Unit 3: Angles and Construction</u> Draw and measure angles Angle rules Angles in parallel lines Angles in polygons Ruler and compass constructions	<u>Unit 5: Proportion</u> Converting standard units Compound units Direct and inverse proportion
<u>Unit 2 : Sequences</u> Generating sequences Finding the nth term Geometric sequences	<u>Unit 4: Coordinates and Graphs</u> Coordinates in all 4 quadrants Linear graphs Gradients and intercepts Real life graphs	<u>Unit 6: Probability</u> Theoretical probability Experimental probability Venn diagrams

Main skills developed in Year 8

Calculate volume and surface area
Finding the nth term of a sequence
Apply the angle rules to calculate missing angles
Draw linear graphs
Calculating gradients and $y=mx+c$
Real life graphs
Direct and inverse proportion
Calculate probabilities of events

How parents can help to support their child's learning

- Ensure that your child is always equipped with a pen, pencil, ruler and calculator
- Encourage the need for meeting homework deadlines
- Encourage the need for revision to consolidate the topics taught within their maths lesson

MFL - French

Units taught in Year 8

AUTUMN	SPRING	SUMMER
Les vacances Holidays	La vie saine Healthy living	Les fêtes Festivals
Discussing sports, leisure activities and active holidays Talking about how you got to holiday destinations Describing the weather Countries Describing where you would like to visit and why Describing a past holidays, where you went and what you did Talking about special holidays	Talking about free time activities Expressing opinions Talking about places in town and what sports you can do in your town Learning about French foods and giving opinions on food Eating in a French restaurant Saying what you ate yesterday in the past tense Discussing what you do to be healthy and how you will be healthy in the future	Discuss daily routine and compare routines with those of others Describing a celebrity's routine Learning how to make plans and create excuses Discussing French festivals and international events Describing a photo about festivals and developing opinions on French traditions and events Using the past tense to talk about a past festival you have been to

Main skills developed in Year 8

- Spontaneous and natural sounding speaking using authentic expressions
- Using an example text as a model
- Developing the use of high frequency words
- Using the context to work out unknown words
- Developing extended opinions and giving reasons why
- Reading more challenging authentic texts in French
- Developing listening skills using continuous texts and predicting the context
- Using thinking skills
- Creative writing
- Verb manipulation and learning verb endings
- Working with at least three tenses
- Understanding translation skills into both languages (French and English)
- Developing skills to speak spontaneously in French
- Producing and understanding role-plays

- Developing key structures to allow pupils to talk about any photo

How parents can help to support their child's learning

- Encourage vocabulary learning at home by using look/say, cover, write, check technique.
- Encourage the use of Languagenut to embed topic specific vocabulary and practice listening and reading skills.
- Check pupil planners regularly to ensure you can see what their homework is in French and that this is being completed each week. Language homework is set online on www.languagenut.com and typically consists of learning vocabulary, practicing grammar and phonics and completing short listening and reading activities.
- Using www.wordreference.com to check any unknown words with your child.
- Encourage your child to listen to French music and watch films at home in French.

MFL - Spanish

Units taught in Year 8

AUTUMN	SPRING	SUMMER
Las vacaciones Holidays	La vida sana Healthy living	De fiesta Festivals
Describing when, how and where you go on holiday Describing holiday activities and the weather in the present tense Using the near future tense to describe holiday plans Using the preterite (past) tense Saying what you did on holiday Giving more details and expressing opinions on past events Learning more about Spanish-speaking countries	Talking about free time activities Expressing opinions Talking about places in town and what sports you can do in your town Learning about Spanish foods and giving opinions on food Eating in a Spanish restaurant Saying what you ate yesterday in the preterite tense Discussing what you do to be healthy and how you will be healthy in the future	Discuss daily routine and compare routines with those of others Describing a celebrity's routine Learning how to make plans and create excuses Discussing Hispanic festivals and international events Describing a photo about festivals and developing opinions on Spanish traditions and events Using the past tense to talk about a past festival you have been to

Main skills developed in Year 8

- Understanding and forming the preterite past tense
- Spontaneous and natural sounding speaking using authentic expressions
- Using an example text as a model
- Continuing to develop their knowledge of when and how to use a dictionary
- Developing the use of high frequency words
- Using the context to work out unknown words
- Developing extended opinions and giving reasons why
- Reading more challenging authentic texts in Spanish
- Developing listening skills using continuous texts and prediction the context
- Using thinking skills
- Creative writing
- Verb manipulation and learning verb endings
- Working with at least three tenses
- Understanding translation skills into both languages (Spanish and English)
- Developing skills to speak spontaneously in Spanish

- Producing and understanding role-plays
- Developing key structures to allow pupils to talk about any photos

How parents can help to support their child's learning:

- Encourage vocabulary learning at home by using look/say, cover, write, check technique.
- Encourage the use of Languagenut to embed topic specific vocabulary and practice listening and reading skills.
- Check pupil planners regularly to ensure you can see what their homework is and that this is being completed each week. Language homework is set online on www.languagenut.com and typically consists of learning vocabulary, practicing grammar and phonics and completing short listening and reading activities.
- Using www.wordreference.com to check any unknown words with your child.
- Encourage your child to listen to Spanish music and watch films at home in Spanish.

Music

Units taught in Year 8

AUTUMN	SPRING	SUMMER
Harmony and Tonality Pupils will learn about major and minor tonality and degrees of the scale. Pupils will explore the use of harmony in Blues music, learning to play a 12 bar blues chord progression. They will also explore composing their own chord progressions.	Rhythms and Textures During this unit, pupils will build on prior learning about rhythm by exploring polyrhythms, cross rhythms, and syncopation. Pupils will learn about rhythmic textures in African and Brazilian music and work as part of an ensemble to perform some traditional African and Brazilian music.	Form and Structure Pupils will learn about different musical forms and structures in classical and popular music. They will further develop their composition skills by composing two pieces - one influenced by classical music structure and the other influenced by popular music structure.

Main skills developed in Year 8

- Music reading – building on understanding formed in Year 7
- Building confidence in performance skills – instrumental, vocal, solo and ensemble
- Composing with attention to harmony and structure
- Listening critically and with insight to music from a range of genres and cultures
- Extension of specialist musical vocabulary

How parents can help to support their child's learning

- Encourage participation in extra-curricular activities
- Encourage exposure to a wide range of musical genres, including contemporary popular music
- Monitor and encourage the completion of homework activities

We provide the following extra-curricular clubs

- Choir
- Wind Band
- Percussion Ensemble
- String Group
- Guitar Jam Club
- Keyboard Club
- Instrumental lessons on a wide variety of orchestral and popular instruments (charges apply). Please contact Mrs Wilkinson if your child is interested in learning to play a musical instrument
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Personal, Social, Health & Economic Education (PSHE), Relationships and Sex Education (RSE)

From September 2020-2021 PSHE will be a timetabled lesson, delivered once a week at KS3 and once a fortnight at KS4. Lessons will allow students to synthesise what they have learnt across the subjects and develop the skills needed to put this learning into practise outside of, or beyond, school. We will focus on six main topics: identity and equality, relationships and sex education, safety offline and online, careers, health and wellbeing, and contributing to the community. This work will allow students to take ownership of their own identity or decision-making, and empower them to become leaders within the school or their local and national communities.

Units taught in Year 8

AUTUMN	SPRING	SUMMER
<u>Identity and Diversity</u> What are the origins of prejudice and discrimination and why are hate crimes on the rise in the UK?	<u>Safety online and offline</u> What risks might we come across in life? What do we need to be aware of? Including knife crime, drug/alcohol abuse	<u>Health and wellbeing</u> How we can maintain our physical and mental health through periods of grief, stress, and pressure, including divorce
<u>Relationships and Sex Education</u> What is attraction, sexuality, and how can we appropriately manage the feelings we have? Including consent	<u>Careers</u> What would we look for in a job and how do we find the right job for us?	<u>Contributing to our community</u> How could we become more involved in the community around us, including the political system and activism?

Main skills developed in Year 8

- Acquisition of information on a range of health issues that are relevant to age, maturity and understanding
- The development of emotional and social skills, including skills for learning, achieving, managing change and looking after health
- The exploration and clarification of values and beliefs, including respect, morality and an understanding of cultural diversity
- Developing a range of personal, listening and thinking skills within a variety of contexts
- Selecting evidence to support views
- Collating information from a range of sources
- Developing relevant and specific vocabulary
- Talking and listening with peers
- Organising views into structured pieces of writing

How parents can help to support their child's learning

- Encourage discussions about local and national issues with your child.

Physical Education

Units taught in Year 8

AUTUMN	SPRING	SUMMER
Boys: Rugby, Football, Basketball, Fitness, Table Tennis, Badminton & Handball. Girls: Netball, Football, Rugby, Fitness, Basketball, Table Tennis and Badminton.		Boys: Cricket, Athletics, Softball Girls: Rounders, Athletics

Main skills developed in Year 8

- General motor skills
- Techniques from a variety of sporting activities
- Leadership/Coaching
- Officiating
- Use of ICT in PE
- Analysing skills of peers and themselves
- Rules and tactics
- Communication
- Teamwork
- Knowledge of different types of competition
- Knowledge of how to design their own fitness plan

How parents can help to support their child's learning

- Encourage active healthy lifestyle and balanced diet
- Encourage your child to take part in extra curricular activities
- Encourage them to take part in sporting activities outside school
- Encourage your son/daughter to be well organised regarding their PE kit
- Encourage your child to watch live sport and develop knowledge of tactics and rules

How parents can help to support their child's learning

- Encourage active healthy lifestyle and balanced diet
- Encourage your child to take part in extra curricular activities
- Encourage them to take part in sporting activities outside school
- Encourage your son/daughter to be well organised regarding their PE kit

Encourage your child to watch live sport and develop knowledge of tactics and rules

Religious Studies

Units taught in Year 8

AUTUMN	SPRING	SUMMER
What is it like to be Buddhist? Focus: Beliefs, teachings and ethics	How do we challenge prejudice? Focus: Interpretations, beliefs and ethics	What happens when we die? Focus: Beliefs and ethics
How do we challenge prejudice? Focus: Interpretations, beliefs and ethics	What happens when we die? Focus: Beliefs and ethics	Does God exist? Focus: Philosophy and ethics

Main skills developed in Year 8

- Describing key religious beliefs and practices of religions
- Explaining the significance of religious beliefs and practices, both across the world and in modern Britain
- Identifying and explaining similarities and differences between worldviews and faiths
- Personal development - considering own beliefs and opinions, and an understanding of social, cultural and religious practices that are different from one's own.
- Empathy and respect
- Communication skills
- Literacy skills

How parents can help to support their child's learning

- Ensure that all homework is completed on time
- Read through your child's exercise book and discuss targets which have been set
- Support your child in spelling keywords correctly which have been identified in their exercise book
- Encourage your child to watch the news and read newspapers, and discuss religious and moral issues which they find interesting
- Encourage your child to consider the views of other people, and to show empathy with others

Science

Units taught in Year 8

Autumn	Spring	Summer
The Human Body Pupils will look at the general functioning of the human body and the impact of diet, exercise and drugs on its functioning	Chemical Reactions Pupils will be introduced to a range of types of reactions including combustion, decomposition, exothermic and endothermic reactions.	Earth's Atmosphere Pupils will study Earth's current atmosphere and how this has developed since Earth's early atmosphere, billions of years ago. Pupils will go on to look at how Earth's atmosphere is currently changing, including the causes and impacts of these changes
Acids and Alkalis Pupils will learn how acids and alkalis can be identified using indicators and the pH scale. Pupils will then study the reactions of acids.	Photosynthesis and Respiration Pupils will learn about the vital process of photosynthesis and respiration. This will include investigating factors affecting the rate of photosynthesis and the differences between aerobic and anaerobic respiration	Genetics and Evolution Pupils study variation in humans brought about by inheritance and environmental factors. Pupils will look at how factors are inherited and the theory of evolution
Further Electricity Pupils will review and develop on the knowledge gained in Year 7. Pupils will look at static electricity, resistance and ohm's law.	Forces and Motion Pupils will review and build on knowledge gained in Year 7. Pupils will look at Newton's laws and learn how to calculate pressure	Seeing and Hearing (Waves) Pupils will study different types of waves through the transfer of light and sound. This will include calculating wave speed and the behaviour of light.
Further Energy Pupils will review and build on knowledge gained in Year 7. Pupils will learn skills such as calculating energy transferred and calculating the cost of energy. Pupils will learn about the interactions between gravitational potential energy stores and kinetic energy stores.		Magnetism Pupils will investigate how the poles of magnets interact with each other. They will go on to study magnetic fields, electromagnets and the motor effect.

Main skills developed in Year 8

- How to correctly use scientific equipment to produce valid results from an investigation
- How to plan and carry out scientific investigations
- How to work safely in a science laboratory
- Recording and presenting results accurately and in a useful way (e.g. using graphs)

- Embed a basic understanding of key scientific knowledge
- Developing key vocabulary

How parents can help to support their child's learning

- Discuss science related topics in the news
- Encourage pupils to look back at learning from previous topics and years (retrieval practice)
- Encourage pupils to fully engage with their regular homework activities
- Encourage pupils to use revision guides or online revision tools to support learning and revision.



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