

St Joseph's College

Year 8 Curriculum Overview

- Spring and Summer Terms 2018

ART

Year 8 'Still Life' Independent Study

Suggested research and preparation – First half term.

1. Research the work of still life artists including Matisse, Cezanne and Picasso
2. If you are completing the 'Window View' project research Winifred Nicholson, Morandi, Mary Potter and Bonnard
3. Design an A4 title page in your workbook.
4. Make a resource board of photographs of still lives you have set up at home.
5. Make an A4 observational drawing of your still life.
6. Collect collage materials to use when developing your final piece.
7. Make an A4 painting of your still life using harmonising colours.
8. Complete an evaluation of your project so far.

Suggested research and preparation – Second half term.

1. Research Lisa Milroy- Bring in colour copies and information.
2. Bring in a collection of small objects to use as a resource. These could be jewellery, small toys, sewing accessories, stationary items, make up etc
3. Make an A4 pencil drawing of a close up view of your collection.
4. Make an A4 observational painting of your collection using a viewfinder.
5. Complete an evaluation of your whole project.

Extension Tasks

Continue to visit local galleries or museums to look at the work of artists and makers. Keep a record of your visit in your workbook. How does the work make you feel? How has the artist made the work?

Continue to collect collage materials to use when making your work.

Continue to practise your observational drawing.

Keep an A5 book where you use black fine liner pen to draw and annotate your ideas.

Regularly take your own photographs to help you to develop your project.

Design & Technology.

During year 8 students will study, food, product design and textiles on a carousel system.

In textiles students will design and make a Humbug bag. They will learn about pattern making for textiles products, product designing and will develop an understanding of brand identity; designing their own logo. In addition, textiles students will carry out a wide range of practical activities, including using sewing and embellishment textile techniques.

In textiles students will complete three extended study tasks. These will be:

- Logo research and evaluation of existing logo designs
- Product design page - exploded diagram
- Cotton and denim research

In food, students will study 'Eight tips for eating healthy' producing a range of exciting and nutritionally balanced meals. This will include developing a high level of food safety and hygiene skills and knowledge of ingredient function. They will apply this understanding when developing and adapting recipes. Towards the end of the project pupils will design plan a three course meal with the new knowledge and skills they have gained. They will be assessed throughout the project on their communication and practical work.

Extended study tasks will be: A research task – will include a variety of supermarket challenges to purchase well-balanced meals for their family within a specific budget, paying particular attention to their families' nutritional needs.

In product design students will design and make a clock for the target market of teenagers. Pupils will have the opportunity to expand their knowledge and understanding of the subject area, whilst increasing their confidence within a practical environment. Pupils will use a variety of hand tools to process a wooden base as well as developing high level CAD – CAM skills when making the clock face.

Extended study tasks will include market research tasks, primary and secondary research methods, material investigations as well as marking out and measuring.

English

At the end of each half-term Year 8 pupils will sit either a formal Controlled Assessment in examination conditions or an assessed home learning, answering a question that either targets specific reading or writing skills related to the half term's work.

Topics studied include Gothic writing, the modern novel and Shakespeare. Students should supplement their studies by reading as widely as possible, a range of both fiction and non-fiction in order to aid their spelling, vocabulary, punctuation and also their ability to understand writers' techniques and conventions and the effects that they produce for readers.

Recommended website: www.bbc.co.uk/bitesize/ks3/english/

Modern Foreign Languages

French

During the first half of the spring term year eight students will study the use of '**jouer à**', '**jouer de**' and '**faire de**' with infinitives. Students will also study the near future tense, in order to talk about future plans.

Topics that will be studied include:

- Talking about sports, activities and opinions
- Talking about musical instruments
- Talking about what you can do at the leisure centre
- Using the future tense to talk about holiday and activity plans
- Talking about food and drink and the use of the partitive article

Opportunities for home learning, extension tasks or independent learning include:

- Research new topic based vocabulary
- Strategies for vocabulary acquisition
- Writing about sports and activities with opinions
- Reading texts based on the topics
- Writing an imaginative diary entry about future plans
- Research French food and create a presentation

Spanish

During the first half of the spring term year eight students will use of the verbs **tener** (to have) and **ser** (to be). Students will also learn about adjectival agreement.

Topics that will be studied include:

- Talking about food and drink, with an emphasis on snacks
- Talking about family and pets
- Talking about physical descriptions – body types / hair and eyes
- Talking about personality traits

Opportunities for home learning, extension tasks or independent learning include:

- Strategies for learning new vocabulary
- Making a detailed family tree
- Writing and presenting a monologue about one's family
- Making a wanted poster
- Research new topic based vocabulary

Learning vocabulary as it is covered in class is an essential ingredient in language learning and parents are encouraged to practise and "test" vocabulary with pupils whenever possible rather than just for a formal assessment.

Modern Foreign Languages continued (i)

USEFUL WEBSITES AND RADIO STATIONS FOR MFL STUDENTS

FRENCH & SPANISH: DUOLINGO <http://www.duolingo.com> – A fantastic desktop website and mobile phone app. Great for language acquisition and linguistic development

FRENCH & SPANISH: Word Reference – Online Dictionary <http://www.wordreference.com>
– A fantastic online dictionary with a 'verb conjugation' tool that is very useful

FRENCH & SPANISH: BBC Bitesize - <http://www.bbc.co.uk/schools/gcsebitesize/> - GCSE-style Listening and Reading questions that you can mark online. The grammar section is useful for those annoying little words (try *Pronouns* and *When, where and how much*)

FRENCH & SPANISH: Languages online <http://www.languagesonline.org.uk> - A variety of exercises in both languages.

FRENCH & SPANISH: Ashcombe - www.ashcombe.surrey.sch.uk A great website with loads of focussed exercises in both languages.

FRENCH & SPANISH: www.studystack.com Good for vocabulary revision

FRENCH: Zut! <http://www.zut.org.uk/> - This site is available for free apart from weekdays between 9am – 4pm. Grammar, Listening and Reading exercises divided into topic areas.

FRENCH: French revision <http://www.frenchrevision.co.uk/> - The Intermediate section contains core GCSE vocabulary and some sample exercises.

SPANISH: Spanish revision <http://www.spanishrevision.co.uk/> - The Intermediate section contains core GCSE vocabulary and some sample exercises.

SPANISH: iOye! <http://oye.languageskills.co.uk/index.html> - This site is available for free apart from weekdays between 9am – 4pm. Grammar, Listening and Reading exercises divided into topic areas

FRENCH AND SPANISH RADIO:

It would also be great if students took the opportunity to listen to some French / Spanish radio. Here's a brief list of a few radio stations / websites by way of an introduction:

French Radio:

- **NRJ** www.nrj.fr – Pop and chart music with some talking – possibly best to have on in the background
- **Le Mouv** <http://www.lemouv.fr/> - French equivalent of Radio 1. Podcasts also available at <http://www.lemouv.fr/podcasts>
- **Radio France** <http://www.radiofrance.fr/> - a variety of stations a bit like the BBC. Try **France Info** for news (don't expect to understand everything though!)
- <http://www.listenlive.eu/france.html> - a list of all French radio stations streaming online.

Modern Foreign Languages continued (ii)

Spanish Radio:

- **Activa FM** <http://www.activafm.es/> – Pop and chart music with some talking – possibly best to have on in the background
 - **Rac105** <http://www.rac105.cat/radio> - Spanish rock and pop station.
 - **RTVE** <http://www.rtve.es/radio/> - Spanish news / info / features
 - www.listenlive.eu/spain.html - a list of all Spanish radio stations streaming online.
-

Geography

Each of the geography topics is designed to be taught within a half term of approximately 6 weeks.

During the third topic pupils are exploring the issues related to **rivers and flooding**. *Pupils are required to answer each question using a variety of sources, evidence and information from the lesson and from home.*

The key questions for this topic are:

- Why is it important to study rivers?
- What is the drainage basin?
- What jobs do rivers do?
- How are waterfalls formed?
- What are meanders and how are they formed?
- What makes rivers flood?
- What are the impacts of flooding in the UK?
- What are the impacts of flooding in Mozambique?

The end of unit assessment is an enquiry based assessment where students will be given a number of sources and a series of questions to answer about them. The questions will assess their knowledge of the work covered throughout the unit and also their geographical skills. This includes cartographic, graph and written skills such as the ability to analyse and evaluate.

There are huge numbers of websites students can visit that are educationally based. Links can be found below. However, this is a very contemporary unit of work so students are encouraged to engage in the media to look for current issues to help them build on their knowledge and understanding of the different issues within this topic.

http://www.bbc.co.uk/bitesize/ks3/geography/physical_processes/rivers_flooding/revision/5/

<http://www.coolgeography.co.uk/GCSE/AQA/Water%20on%20the%20Land/Water%20on%20the%20land.htm>

http://www.geographyalltheway.com/ks3_geography/flooding_rivers/rivers_flooding.htm

Geography continued

During the **fourth topic** of the year, we move on to studying Cold Environments. Again, pupils will need to answer these questions using information, evidence and sources from in the lesson and from home.

- What is the global location of cold environments and what are the physical characteristics of a cold environment?
- What is the ecosystem like and what are the issues for biodiversity?
- How do cold environments create opportunities?
- How do cold environments create challenges?
- A case study on Antarctica. What is its value and why should it be protected?

At home students should engage in the media to find out more about the contemporary issues covered during their lessons.

History

Students will be assessed throughout Year 8 using GCSE-style questions that assess both their source skills and their ability to use evidence in a well-structured argument.

This terms essay-writing assessments will focus on the following topics:

1. Was Charles I solely to blame for the English Civil War?
2. How useful is the 'Court for King Cholera' cartoon for learning about living conditions in 1850s England?

All students will have a progress tracker in their exercise book that will allow them and you, their parents, to monitor their progress throughout the year and reflect on what they should to improve.

Opportunities for home learning, extension tasks or independent learning include:

1. Practice questions testing the skills required for each end of topic assessment.
2. Planning tasks to develop written structure.
3. Creative tasks such as designing posters or newspaper articles about the Gunpowder plot or the English Civil War.
4. Research into the witch crazes of the 17th Century.
5. Creating a biography of important individuals such as James I, Charles I and Oliver Cromwell.

Whilst the above home learning will be common to all students, individual teachers may set additional home learning as they see fit to meet the needs of their classes or individual students.

History continued

Key topics we will be addressing include:

James I

- Sources of opposition to James I
- James I's relationship with Parliament

The Gunpowder plot

- Religious motivations behind the gunpowder plot
- The events of the plot
- Were the gunpowder plotters framed?

The English Civil War

- Parliament's motivations for challenging Charles I
- The weapons of the English Civil War
- The battle of Edge Hill
- Should Parliament have executed Charles I?

Witch crazes in the 17th Century

- Why was there a witch craze in the 17th Century?

The Industrial Revolution

- Changes to British society as a result of the industrial revolution
- Important inventions of the industrial revolution
- Advantages and disadvantages of the industrial revolution for the British people

Living conditions in Victorian cities

- Public health in Victorian Britain
- Threats to public health and disease in Victorian Britain

Websites such as BBC Bitesize, History on the Net and Spartacus schoolnet provide useful, easily accessible extra reading material for students that want to further their study. Likewise, local museums such as the Potteries Museum and Art Gallery, the Etruria Industrial Museum and the Gladstone Pottery Museum, will offer a local perspective on some of this term's key content as well as broadening your child's wider historical understanding.

Computer Science

What are Computers? Part II

This will be a continuation of 'What are Computers?' in year 7. This will build upon the knowledge developed in year 7 and introduce some of the more complex concepts of modern computing. VB.NET Programming. Topics will include:

- Binary conversion and addition
- Two's complement binary subtraction
- Hexadecimal
- Operating Systems

Mathematics

During the Spring term all year 8 students will cover the following topics:

1. Equations and Formulae
2. Graphs
3. Fractions, Decimals and Percentages
4. Lines Angles and Shapes
5. Pythagoras

Students will be given a mixture of written home learning and mymaths tasks throughout each topic.

Students may find the following websites helpful for support, extension work or independent study

www.mymaths.co.uk

www.bbc.co.uk/bitesize/gcse/maths

www.studymaths.co.uk

Music

All students will study the topic 'Dance Music'. Students will learn about different styles of dance music and create performances of existing pieces giving them their own flavor through making their own arrangements. Their practical performance and composition work will include singing and keyboard skills although students will also be encouraged to use their wider instrumental skills where appropriate.

In addition to this topic, students will also revise and study areas of music theory including use of musical vocabulary and recognition of instruments and participate in additional performance tasks.

Opportunities for home learning tasks include:

1. Students will research the life and career of dance music composers from Piazzolla (Tango) to Abba (Disco)
2. Students will be asked to research dance styles
3. Students will be asked to listen to examples of dance music and give a written musical response which uses subject specific vocabulary.
4. Students will revise theory topics covered in lessons.
5. Students will be asked to further their musical vocabulary to aid analytical tasks.
6. Students will be encouraged to reflect on their practical classwork and set targets for improvement or extension work.
7. Students will be asked to practice individual parts.
8. Students will be asked to plan areas of their practical classwork as individuals and in small groups to aid progress in lessons.

Whilst the above tasks will be common to all students, individual teachers may set additional home learning as they see fit to meet the needs of their classes or individual students.

Extension Tasks:

1. Listen to a disco song analytically. Consider how the composer/writer has created the song. Which resources have been used (voices and instruments)? What is the structure? What key might it be in?
 2. Listen to a piece of dance music and watch a clip of it being danced. How does the music reflect the nature and moves of the dance
 3. Listen to a piece of dance music you are unfamiliar with. Work out or research the chord pattern used.
 4. Prepare a performance piece in a group or as a soloist for an assembly.
 5. Practice sight-reading on your instrument.
 6. Join an extra-curricular ensemble in or out of school.
 7. Volunteer to take part in music for a mass.
 8. Choose a piece of music with friends which you all enjoy. Use the practice-room booking system to arrange some lunch time in music and rehearse a sing together.
-

Physical Education

Practical Tasks in PE

Pupils will be looking at a range of 'Problem Solving' activities this term. Pupils will be asked to take part in various outdoor adventurous activities and will look at the 3 Cs. Consideration, cooperation and communication. Pupils will be asked to adopt roles such as leaders, coaches and participants.

Also during this term pupils will look to accurately replicate skills and outwit opponents on the basketball courts, where they will learn the rules and some of the more advanced techniques in basketball. They will look to rally both cooperatively and competitively.

Finally pupils will get the opportunity to develop and show their creative sides whilst accurately replicating movements in gymnastics, dance and trampolining.

Practical Tasks in Games

In games lessons pupils will continue to work maximally and look to outwit opponents in a range of team invasion games.

Extension tasks – Independent Study in PE

Can you think about your own levels of fitness? Can you name 5 different types of fitness. Strength and speed are examples to get you started.

When you have researched 5 different types of fitness can you give design yourself a 'top trumps' style card where you give yourself a grade out of ten for your 5 different fitness components.

Can you also include the name of a fitness test that you think you would do particularly well at.

See if you can make up a number of cards for your favourite sports people!

Find Out More: Useful Websites

<http://adventure.nationalgeographic.com/adventure/>

<http://sports.espn.go.com/espnmag/index>

<http://www.runnersworld.com/>

<http://sportsillustrated.cnn.com/>

<http://www.bbc.co.uk/sport/0/>

<http://www.skysports.com/>

<http://espn.go.com/>

<http://www.guardiannews.com/>



Strength..... 7/10
Speed..... 8/10
.....
.....
.....
Favourite test: Sprint test

RE

All year 8 students will follow topic during the Spring term – Matters of Life and Death. The units provide the broad pedagogical approach and guide for progression and content for the delivery of the Curriculum Directory.

Matters of Life and Death

Why Catholics believe in life after death and how this affects their lives

Non-religious reasons for believing in life after death

Why some people do not believe in life after death

The sanctity of life

The nature of abortion

Different Christian attitudes to abortion

The nature of euthanasia

Christian attitudes to euthanasia

The media and matters of life and death.

Opportunities for homelearning, extension tasks or independent learning include:

Create a questionnaire on beliefs about life after death and ask family members to complete it.

Complete independent research on case studies about near-death experiences and reincarnation.

Using a bible, find biblical quotes which reflect Catholic beliefs about the sanctity of life

Write an essay with the title 'Why do many Christians oppose abortion?'

Research euthanasia case studies.

RE Summer Term

All year 8 students will follow two topics in the summer term – 'Covenants and Judaism' and 'What's the purpose of love, sex and relationships?' The units provide the broad pedagogical approach and guide for progression and content for the delivery of the Curriculum Directory.

Covenants and Judaism

1. What is a covenant?
2. What are the conditions of a covenant?
3. What happens when a covenant is broken?
4. What covenants did God make with the Jewish people?
5. How did Judaism begin?
6. What is the Passover/Exodus story?

RE continued

7. What happens at a Seder meal?
8. What is the Torah and why is it sacred?
9. How do Jews worship God/what happens in a synagogue?
10. What happens at a Bar Mitzvah/Jewish Wedding?
11. How do Jewish laws affect the way they live their lives?
12. What modern problems are Jews facing/ why is Jerusalem so important?

Opportunities for homelearning, extension tasks or independent learning include:

Write a legal contract between God and Noah stipulating the conditions and consequences of breaking the covenant.

How did God's covenants with the Jewish people affect the way they live and what they believe?

Can the 'Ten Commandments' be understood as 'freedoms' as much as restrictions?

Extended writing Task: Explain what happens at a modern day Passover meal and discuss its importance for Jewish people today.

Research your family tree /ancestry. Who are your founding fathers?

What's the purpose of love, sex and relationships?

Why are relationships important?

What's sex got to do with love and commitment?

What are 'Values'?

What do different people believe about love, sex and commitment?

What do Catholics believe about sex?

What is true love?

Why is marriage so important for Catholics?

Why do Catholics believe you should wait for sex?

How can broken relationships be resolved?

Sex – what are the consequences?

Opportunities for homelearning, extension tasks or independent learning include:

To ask a Catholic married couple for a copy of the order of service from their wedding to bring into college.

To create a collage of the values promoted in teenage magazines.

To create a booklet for teenagers about the Catholic Church's teachings about love, sex and relationships.

Science

All students will be studying the following topics during Term 2:

1. Organ systems
2. Atomic number and mass
3. Density and pressure
4. Photosynthesis
5. Recycle and reuse
6. Electricity
7. Variation
8. Nervous system

Year 8 students have 6 hours of science per fortnight and are taught topics from chemistry, physics and biology. Topic 1 is biology, topic 2 chemistry and topic 3 physics.

The subject teachers will set home learning according to the school and department policy and it may differ from class to class. However, all classes will complete at least one common piece of home learning per topic.

Ongoing home learning will involve embedding scientific knowledge in a way that it can be remembered and stored in long term memory. To assist in this we will be asking the students to learn the key knowledge for each topic. This will be shown on the knowledge organisers, which will be distributed at the start of each topic.

Taking it further

Useful websites/articles, books of interest and possible visits:

1. Jodrell Bank Observatory (near Holmes Chapel) - <http://www.jodrellbank.net>
2. Trentham Monkey Forest - <http://monkey-forest.com>
3. Chester Zoo - <http://www.chesterzoo.org>
4. Blue Planet Aquarium (Chester) - <https://www.blueplanetaquarium.com>
5. National Space Centre, Leicester - <https://spacecentre.co.uk>
6. Manchester Museum of Science and Industry - <https://www.msimanchester.org.uk>
7. Natural History Museum (London) - <http://www.nhm.ac.uk>
8. Eureka (Halifax) - <https://www.eureka.org.uk>
9. BBC KS3 Bitesize website - <http://www.bbc.co.uk/education/levels/z4kw2hv>
10. @Bristol Youtube Channel - <https://www.youtube.com/user/atbristol>
11. Lammas science videos - <https://www.youtube.com/user/LammasScience>
12. CGP KS3 Revision guides – bookshops / Amazon