

Year 8 Topics and Assessments 2022-2023

Art	
<p>Term 1 - Hedgerow and Clothing and Costume Design</p> <p>Hedgerow is an introduction to a wide range of art media, and the opportunity to experiment with mark-making, a fundamental concept in art. The prep unit will allow a personal interpretation of any area of fashion, clothing and costume.</p>	<p>Term 2 - Abstract Paper Sculptures and Non-Western Art</p> <p>Abstract Paper Sculpture is a sculpture, drawing and photography unit with the freedom to explore concepts and media. For prep, non-western artists are researched. These artworks are considered alongside the traditional understanding of the history of art.</p>
<p>Term 3 - Fashion Illustration Principles</p> <p>This is a piece of work prepared specifically for the end of year exhibition. The exhibition is the highlight of the year for the art department and every pupil has work displayed in the show. Fashion Illustration Principles will involve looking at a range of different designers' work and developing ideas using high quality materials.</p>	<p>Assessments</p> <p>Most assessment in Art is informal, in lesson, immediate and discursive.</p> <ol style="list-style-type: none">1. Baseline drawing test during first lesson. Assessment information is used by teacher, and is not shared with students or parents.2. Hedgerow - classwork. Self and peer assessed.3. Clothing and Costume Design - prep unit. Formal assessment by teacher.4. Abstract Paper Sculptures - classwork. Self and peer assessed.5. Non-Western Art - prep unit. Formal assessment by teacher.6. Fashion Illustration Principles - classwork. Exhibition piece.

Classical Civilisation

Term 1

Unit 1: The Land of Hellas:

In this unit you will be finding out about the landscape and geography of Ancient Greece and how this influenced the transport, economy and society that developed.

Unit 2: Athens:

In this unit you will be finding out about the important Greek city-state of Athens; how it was named, ruled and organised as well as the important places in the city.

Term 2

Unit 3: The Oikos:

In this unit you will be finding out about the layout, structure and purpose of Athenian houses; the duties and rights of the different members of the Greek family including the *kyrios* and *kyria*; the *Symposium*; Greek slaves.

Unit 4: Greek Education:

In this unit you will be finding out about how boys and girls were educated in Ancient Greece; what philosophy is and why it was so controversial; Greek writing and how it has influenced modern ideas and words.

Term 3

Unit 5: Greek Religion:

In this unit you will be finding out about the different Gods and Goddesses that the Ancient Greeks believed in; how the Greeks thought their world began, how they worshipped their Gods and why, including building and visiting temples and carrying out sacrifices.

Assessments

Term 1: Medium essay based question; source based question.

Term 2: Present an evaluation of an argument in pairs; factual recall test.

Term 3: Factual recall test plus medium essay based question (depending on time).

English

Term 1

Dystopia

Explore the dystopian genre by reading a range of short stories and extracts taken from famous texts.

Novel - The Giver:

A thought-provoking novel that explores the importance of memory and emotion by creating a society devoid of both.

Term 3

The Merchant of Venice: Students focus on the theme of prejudice and the role of women in this Shakespeare play. Close language study is balanced with creative and dramatic opportunities.

Poetry from Varied Cultures: Students explore the language, themes, structure and context of poetry produced from varied cultures including Pakistan, Caribbean and South Africa.

Term 2

Detective Fiction: Students read a range of classic detective fiction exploring character and plot. Creative writing opportunities are available for writing in this genre.

Writing the News Students explore how news is written about to engage the reader, manipulate opinion and condense information. They then move on to write their own news reports and articles.

Assessments

1. Autumn 1: Baseline assessment GL assessment
2. Autumn 2: writing a formal speech inspired by The Giver
3. Spring 1: reading text analysis detective fiction extract
4. Spring 2: writing assessment: news article
5. Summer 1: reading text analysis extract from The Merchant of Venice
6. Summer 2: end of year exams in reading and writing

Ongoing assessment in reading, writing and speaking to take place in each unit of work. No revision is required other than for final end of year assessment.

Food Technology

Term 1

Food Around the World - We explore dishes around the world and choose three recipes to make together. The final cooking lesson will be Halloween themed.

Project work - choosing from three tasks, the girls will work independently to complete a task which they will present to the class in week five.

Term 2

We begin the term making toffee apples and learn about the chemical and functional properties of sugar and caramelisation. The Eatwell Guide and the principles of healthy eating are taught and practical lessons are linked to food science. We look at the effects heat has on vitamins when cooking, raising agents and how they work and carry out a food investigation.

Practical skills are developed further to prepare for the Masterchef competition next term.

Term 3

Masterchef Competition -

We begin with a food presentation challenge before introducing the Masterchef brief. Working in a small group, the girls will research and plan to make a main meal. Considering food styling also. Savoury practicals follow before the final dish is made. The class will do this in two halves and dates will be shared.

The focus this term is on improving and mastering technical skills.

Assessments

Term 1

- Independent project and share with the class in week 5.
- Practical skills and food safety and hygiene will be assessed throughout the term.

Term 2

- Practical assessment
- Food Science questions

Term 3

- Food presentation Challenge
- Masterchef assessment - team work, research, styling, technical skill, taste, evaluation.

French

Term 1

- Clothes
- Weather and what you wear to different occasions
- When/how often you do activities
- Telling the time
- Weekend activities
- Talk about your usual holidays and preferred holidays
- Talk about items that you take on holiday
- Christmas in France

Key grammar:

- The present tense of regular “er” verbs
- Use the present tense of “faire” and “jouer” with different activities
- The present tense of key reflexive verbs
- Possessive adjectives
- The present tense of “choisir” and “finir” in the present tense
- The present tense of “prendre”
- The present tense of “aller”
- The near future tense

Term 2

- Describe a dream holiday
- Describe a past holiday
- Talk about festivals
- Talk about sports you like and do
- Winter and summer sports
- Easter in France.

Key grammar:

- Revision of the near future tense
- Conditional phrases: je voudrais / j'aimerais + infinitive
- The perfect tense of regular & irregular verbs with avoir
- The perfect tense of “aller”
- Use time phrases with the present, near future and perfect tenses.
- Use “jouer” and “faire” with activities you like to do.

*The Year 8 trip will take place in the Summer Term.

Term 3

- Describe leisure activities and talk about active holidays
- Parts of the body and injuries caused by sporting activities
- Daily routine and the 24 hour clock

Key grammar:

- Revision of the perfect tense.
- J'ai mal + body part
- Je peux / Je ne peux pas

Assessments

- Weekly vocabulary tests
- Fashion Show: Autumn Term 1
- Prendre, aller and the near future tense: Autumn Term 2
- Listening and Reading assessment: Autumn Term 2
- Spring Term 1: The perfect tense assessment
- Spring Term 2: Writing assessment
- *Summer Term: End of year examination including a speaking

- Reflexive verbs

assessment.

Geography

Term 1 - What creates our distinctive landscapes?

We study how geology impacts our landscapes and how the geomorphological processes of weathering and erosion shape the land. We focus on the limestone landscape at Malham Cove, with a day visit to Malham Cove and Gordale Scar.

Is global development really global?

We begin by considering our own view of the world with activities based around the book Factfulness. We then investigate global development and consider why the world is so unequal. We study the consequences of uneven development and the relationship between gender and development. We consider how we can sustainably reduce the development gap, focusing on some of the Sustainable development goals.

Term 3 -What are the challenges and opportunities facing Africa? Continued...

Is 7 billion too many people?

We study population, firstly in the UK and then at a global scale. We consider population distribution and the future of our population. We focus on countries with different demographics, e.g. China and Japan. We also consider how migration impacts on our population.

Term 2 - Is global development really global? Continued...

What are the challenges and opportunities facing Africa?

We investigate the challenges and opportunities facing Africa, learning about Africa's diverse physical and human geography. We study Mt Nyiragongo, famine, desertification, development and conflict.

Assessments

1. Malham Cove - Field Sketch
2. What creates our distinctive landscapes? - End of topic test
3. Gender and development
4. Is global development really global? - End of unit test
5. Development in Africa
6. Summer skills assessment

History

Term 1 starts with exploring the Early Tudors and the impact their reign has had in shaping our modern world. They will explore the impact of the Reformation and the changing shape of 'Britain'.

Term 2 looks at Elizabeth I and her legacy leading onto the English Civil War. Pupils will explore the causes of the English Civil War and its impact including the execution of King Charles I.

Term 3 after studying aspects of life and completing a project on life in the 17th Century, pupils will be bridging the gap between Year 8 and Year 9 by looking at an introduction to 18th Century Britain and its growing Empire.

Assessments

1. Essay - Analysis on Henry VIII
2. Essay - Did Mary Tudor deserve her nickname?
3. Elizabeth I - Source analysis; Spanish Armada
4. Causes and sides in the English Civil War
5. Life in 17th Century Britain
6. End of year examination.

Latin

Term 1

Unit 3: Relaxation and debate

In this unit you will be building on your vocabulary and grammar, learning more about life in Pompeii, whilst making sense of some longer passages in Latin. You will also find out about how the Romans had a wide range of tastes: violent sport, relaxation and debate.

Grammar:

- Dative case, singular and plural
- eram, eras, erat (imperfect tense of 'to be')
- Personal pronouns
- Superlative adjectives
- Consolidation of present, imperfect and perfect tense (all persons)

Culture:

- Riot at Pompeii
- Roman Bath Complex
- Greeks v. Romans

Term 2

Unit 4: Elections and Eruptions

In this unit you will continue to enrich your vocabulary and grammar, whilst making sense of some longer passages in Latin. You will also find out about how the Romans showed their support in political elections as well as discovering the devastating end to Pompeii in AD79.

Grammar:

- Verbs that use a dative case
- Personal pronouns in the dative case (singular and plural)
- Questions words
- Consolidation of present, imperfect and perfect tense (all persons)

Culture:

- Positions of responsibility in and organisation of a Roman Election
- The eruption of Vesuvius and destruction of Pompeii

Term 3

Unit 5: Welcome to Roman Britain

In this unit, as you further build on your vocabulary and grammar, you will discover the reality of Roman Britain, whilst making sense of some longer passages in Latin. You will also find out about how the Romans did or didn't make it work in Britain-meet strict Salvius and bothersome Bregans.

Assessments

Unit 1:

- Weekly vocab test to cover CLC Stages 8-10
- Translation and comprehension of a passage in Latin
- Debate about who is better: Greeks or Romans?

Unit 2:

- Weekly vocab test to cover CLC Stages 11-12
- Translation and comprehension of a passage in Latin
- Hold a Roman Election

Grammar:

- The infinitive
- Irregular verbs possum, volo, nolo in the present tense
- Verbs that use an infinitive
- Meaning of the suffix '-que'
- Adjectives; their position in relation to their noun
- Adjectives; how they 'agree' with their noun in gender, case and number

Culture: - Roman farms - Boudicca's rebellion

Unit 3:

- Weekly vocab test to cover CLC Stages 13-14
- Translation and comprehension of a passage in Latin
- Explain why Boudica was a remarkable woman

Maths

Term 1

- Ratio and scale
- Multiplicative change
- Multiplying and dividing fractions
- Working in the Cartesian plane
- Representing data
- Tables and probability

Term 2

- Brackets, equations and inequalities
- Sequences
- Indices
- Fractions and percentages
- Standard index form
- Number sense

Term 3

- Angles in parallel lines and polygons
- Area of trapezia and circles
- Line symmetry and reflection
- The data handling cycle
- Measures of location

Assessments

Possible baseline test at the start of the year
 Short end of topic test at the end of each topic
 Mixed question homework tasks throughout the year
 End of year exam

Music

Term 1

1a Samba/Latin Music

This unit introduces the polyrhythmic style of Latin-American Samba and focuses on many key concepts concerning rhythm, beat and pulse including features such as polyrhythms, cyclic rhythms, syncopation, ostinato and call and response. The experience of performing together as a class or larger group ensemble aims to give pupils the exhilaration and physical impact of ensemble percussion music.

1b Hooks and Riffs

Hooks and Riffs explores music based on repeated musical patterns through the genres of Popular Music (Hooks and Riffs) and Music from the Western Classical Tradition (Ostinatos).

Term 2

1a Variations

This unit Explores different ways to develop musical ideas in the form of a set of themes and variations. The unit begins by exploring basic ways to vary an existing theme using simple musical devices and then progresses to more complex devices such as using canon and counter melody.

1b All about the Bass

Bass Clef Reading and Notation forms the foundation of this unit which explores a range of commonly used Bass Line Patterns within a variety of different types, styles, and genres of music from different times and places.

Term 3

1a All that Jazz

This unit develops pupil's understanding of the key musical features of Jazz and Blues, exploring chords, chord patterns and how improvisation is used within Jazz and Blues genres.

1b 'Offbeat' A study of Reggae music

This unit begins by exploring the origins of Reggae music from Mento, Ska and Rock Steady and uses two Reggae songs as case studies to explore the musical features of the genre: "Yellow Bird": a Caribbean song, and "Three Little Birds". Pupils learn about the different textural elements that make up a Reggae song: bass line riffs, melodic hooks, offbeat chords, syncopated rhythms and the vocal melody line.

Assessments

Term 1:

1a Samba drumming circle performance/improvisation

1b Filmed performance of 'Bolero'

Term 2:

1a Compose a set of theme and variations

1b Construct and perform a bass line over the chords I, IV, V

Term 3:

1a: Improvise a melody over the 12 bar blues pattern

1b: Extended performance of 'Yellow Bird'

All units end with a Google Form Quiz to check knowledge and listening skills

PE

Term 1

Invasion games - Hockey is the main focus this term. Within PE we continuously develop Skills, Tactical Play, Set plays and Game play, with increasingly higher levels of play and expectations)

Development of girls Football during the 'Carousel' lesson.

We try wherever possible to offer an alternative for those children that find competitive sport **extremely** challenging. This could be Yoga, extra swimming, dance, fitness and will be tailored for the group in question.

Swimming - Stroke Development, starts and finishes, diving.

Term 2

Invasion Games - Netball is the main focus for this term. Skill development, particularly developing different throwing techniques, catching and footwork. Tactical play, set plays and game play.

Dance - Dance will include the development of performance basics such as identifying stage directions, placement of the feet and arms and music appreciation. Choreography skills will then be explored using levels, footwork patterns, travelling and intentions.

Swimming - Stroke Development, starts and finishes, diving continued.

Term 3

Striking and fielding (Cricket and Rounders) are the main focus this term.

Athletics - Sprints, middle distance runs (800m & 1500m), throws (Introduction to discus, javelin and shot put) and jumps (High Jump, Long Jump and Triple). These are developed throughout the term in preparation for the whole school Sports Day.

Tennis - groundstrokes, introduction to the serve, volleying and game play

PSHE

Term 1

Drugs and alcohol - Alcohol and drug misuse and pressures relating to drug use

- about medicinal and recreational drugs
- about the over-consumption of energy drinks
- about the relationship between habit and dependence
- how to use over the counter and prescription medications safely
- how to assess the risks of alcohol, tobacco, nicotine and e-cigarettes
- how to manage influences in relation to substance use
- how to recognise and promote positive social norms and attitudes

Community and careers - Equality of opportunity in careers and life choices, and different types and patterns of work about equality of opportunity in life and work

- how to challenge stereotypes and discrimination in relation to work and pay
- about employment, self-employment and voluntary work
- how to set aspirational goals for future careers and challenge expectations that limit choices

Term 2

Discrimination - Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia

- how to manage influences on beliefs and decisions
- about group-think and persuasion
- how to develop self-worth and confidence
- about gender identity, transphobia and gender-based discrimination
- how to recognise and challenge homophobia and biphobia
- how to recognise and challenge racism and religious discrimination

Emotional wellbeing - Mental health and emotional wellbeing, including body image and coping strategies

- about attitudes towards mental health
- how to challenge misconceptions stigma
- about daily wellbeing
- how to manage emotions
- how to develop digital resilience
- about unhealthy coping strategies (e.g. self harm and eating disorders)
- about healthy coping strategies

Term 3

Identity and relationships - Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception

Assessments

Baseline assessment at the start of each topic

- the qualities of positive, healthy relationships
- how to demonstrate positive behaviours in healthy relationships
- about gender identity and sexual orientation
- about forming new partnerships and developing relationships
- about the law in relation to consent
- that the legal and moral duty is with the seeker of consent
- how to effectively communicate about consent in relationships
- about the risks of 'sexting' and how to manage requests or pressure to send an image
- about basic forms of contraception, e.g. condom and pill

Digital literacy - Online safety, digital literacy, media reliability, and gambling hooks

- about online communication
- how to use social networking sites safely
- how to recognise online grooming in different forms, e.g. in relation to sexual or financial exploitation, extremism and radicalisation
- how to respond and seek support in cases of online grooming
- how to recognise biased or misleading information online
- how to critically assess different media sources
- how to distinguish between content which is publicly and privately shared
- about age restrictions when accessing different forms of media and how to make responsible decisions
- how to protect financial security online
- how to assess and manage risks in relation to gambling and chance-based transactions

Questioning and discussion at the end of each topic

Religious Studies

Term 1 starts with investigating Prejudice and Discrimination, focusing particularly on religious leaders who have fought for social justice.

Term 2 explores the concept of war and the Just War Theory. Pupils will look at the idea of it ever being right to fight and the impact war has on societies.

Term 3 looks at the role of religious groups in tackling poverty around the world. Who has the responsibility for dealing with poverty?

Assessments

1. In what ways was Gandhi an inspiration for the people of India? How might he still be an inspiration today?
2. Comparison of three religious civil rights campaigners
3. Essay - is it ever right to go to war?
4. Effective approaches to tackling poverty
5. End of Year examination

Science

Term 1

- Unit Light and Space; covers light rays, reflection/refraction, colour, gravity, seasons, objects in the universe.
- Unit Atoms and the Periodic Table; covers elements, compounds, trends in the periodic table, groups and the development.
- Unit Digestion and Nutrition; covers diet, energy, parts of a diet.

Term 2

- Unit Digestion and Nutrition continues ; covers digestive system and enzymes.
- Unit Electricity and Magnetism; covers, circuits, parts of a circuit, static electricity, magnets, electromagnets and motors.
- Unit Materials and the Earth; covers structure of the Earth, types of rocks and fossils.

Term 3

- Unit Materials and the Earth continues; covers the atmosphere, carbon cycle, climate change and recycling.
- Unit Plants and Photosynthesis; covers plant structure, photosynthesis, transport in plants and the plants role in the atmosphere.
- Unit Matter; covers density, floating and sinking, pressure in all states of matter and diffusion.

Assessments

Autumn 1 - Success Criteria assessment
Autumn 2 - 40min test on topics covered so far
Spring 1 - Data / graph skills assessment
Spring 2 - 40min test on topics covered so far
Summer 1 - Success Criteria assessment
Summer 2 - End of year exam

Spanish

Term 1

- Talking about the area where you live
- Describing types of houses
- Rooms in a house
- Describe your bedroom
- Describe your dream home
- Household tasks

Key grammar:

- Using “es” and “está”
- The present tense of “vivir”
- The definite article
- Prepositions of place with estar.
- Using some basic conditional expressions
- Saying how many times you do things

Term 2

- Places in a town
- Describing where you go in town
- Giving and understanding directions
- Weekend plans
- Comparing rural and urban environments
- Describe how areas have changed over time

Key grammar:

- Using “hay” with singular and plural nouns
- Using “Ir” (to go) in the present tense
- Key infinitives
- The imperative
- The near future tense
- Using the comparative “tan” and “tan...como”
- Use key expressions in the imperfect tense

Term 3

- School subjects
- Give detailed opinions about school subjects
- School timetable
- Describe your school
- Extracurricular activities
- Discussing future plans

Key grammar:

- Using the verb “estudiar”

Assessments

- Weekly vocabulary tests
- Grammar focussed assessments
- Autumn Term: Listening and Reading assessment
- Spring Term: Writing assessment
- *Summer Term: End of Year examination including a speaking assessment.

*The Year 8 Languages trip will take place in the summer term.

- Use exclamations with "qué"
- Telling the time
- Use "se puede" and "se debe"
- Using "antes de" and "después de"
- Using future expressions