



Curriculum Document Year 8 Autumn Term

<p><u>Mathematics</u></p> <p>Set 1 and 2:</p> <ul style="list-style-type: none">• Estimating and rounding• Multiplying and dividing decimals• Fractions• FDP• Percentages• Factors, multiples and primes• Product rule for counting• Laws of indices• Standard form• Surds• Ratio• Proportion <p>Set 1:</p> <ul style="list-style-type: none">• Bounds & limits of accuracy• Negative numbers <p>Set 2:</p> <ul style="list-style-type: none">• Negative numbers• Surds <p>Set 3:</p> <ul style="list-style-type: none">• Multiplication and division• Using a calculator• Estimation and rounding• Negative numbers• Fractions• FDP• Percentages• Factors, multiples and primes• Special numbers• BODMAS• Laws of indices• Ratio• Proportion <p>Set 4, 5:</p> <ul style="list-style-type: none">• Simplifying expressions	<p><u>English</u></p> <ul style="list-style-type: none">• An Inspector calls• Conflict poetry <p>Introduce PEECEE to compare poems Read and analyze text and film Language Paper 1 focus both reading and writing Context analysis-WW1 & WW2, socialism and capitalism Drama and speaking & listening focus Structure and tone analysis Language analysis</p> <p><u>Computing</u></p> <p>Staying Safe Content covered, including knowledge and skills:</p> <ul style="list-style-type: none">• Staying safe• Bullying and cyberbullying• Impact of technology <p>Microbit Content covered, including knowledge and skills:</p> <ul style="list-style-type: none">• Sequencing• Variables and lists• Iteration and Selection• Accelerometer• Music• Networking <p><u>History</u></p> <p>What was life like for a Transatlantic Slave?</p> <ul style="list-style-type: none">• What was the Triangular trade• Middle passage• Slave auctions• Life on plantations• Slave resistance• Abolishment of Slavery <p>Has life really changed for African Americans?</p> <ul style="list-style-type: none">• Life for African Americans in 1900s• KKK	<p><u>Character Development</u></p> <p><u>ATM & SMSC</u></p> <p>Being me in my World</p> <ul style="list-style-type: none">• Changing identity• Cultural diversity• Faiths and beliefs• Understanding myself and others <p>Celebrating Difference</p> <ul style="list-style-type: none">• Protected characteristics: race and religion• Social injustice and inequality• Making a positive contribution to community• Social mobility• Making a difference <p><u>RSE</u></p> <ul style="list-style-type: none">• What marriage is, including their legal status – for example, that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony• Why marriage is an important relationship choice for many couples and why it must be freely entered into• The characteristics and legal status of other types of long-term relationships• How to determine whether other children, adults or sources of information are trustworthy, judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships), how to seek help or advice, including reporting concerns about others, if needed• How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (for example, how they might normalise non-consensual behaviour or encourage prejudice)• That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs• That some types of behaviour within relationships are criminal, including violent behaviour and coercive control• What constitutes sexual harassment and sexual violence and why these are always unacceptable about online risks• not to provide material to others that they would not want shared further and not to
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<ul style="list-style-type: none"> • Function Machines • Substitution • Solving equations • Coordinates • Sequences • Area and perimeter • 3d shapes, volume, surface area • Measuring angles • Angle properties • Angle in polygons • Parallel lines • Transformations <p>Science B4a: A balanced diet C4a: Elements. P4a: Waves</p> <p>B4a: A balanced diet C4a: Elements. P4a: Waves</p> <p>Geography Crime – How Safe Is Cheshunt? <ul style="list-style-type: none"> • Local area – Crime Fieldtrip (during Geography lesson) • What is crime? • How do we have an areas safer from crime? • Fieldwork investigation • Investigation write up Endangered Ecosystems – Does Deforestation Mean Disaster Or Development? <ul style="list-style-type: none"> • What are the main global ecosystems? • Where are tropical rainforests? • What is good and bad about deforestation? </p> <p>Technology – Food Theory: <ul style="list-style-type: none"> • Principles of nutrition; Eat well guide, Dietary </p>	<ul style="list-style-type: none"> • Rosa Parks • Emmett Till • MLK • Black lives matter <p>PE Boys’ PE: <ul style="list-style-type: none"> • Football, badminton, rugby, table tennis and Handball - students will now master their basic and advanced skills Girls’ PE: <ul style="list-style-type: none"> • Netball - students will now master their basic and advanced skills • Fitness - students will understand how to work out safely using varying training methods whilst learning about the components of fitness • Gym/Trampoline - students will get the chance to master their ability to create routines either on Gym mats or on the Trampoline </p> <p>Drama Commedia Dell'arte: <ul style="list-style-type: none"> • Exploring the origins of 16th-18th century style of theatre • Exploring stock characters • Origins of pantomime • Creating comedy for an audience Romeo and Juliet: <ul style="list-style-type: none"> • Modernising Shakespeare’s play • Interpreting key themes and genre and bringing them into a modern context • Performing The Prologue – exploring Elizabethan language. Use of narrator in engaging ways and ensemble re-telling </p> <p>Music <ul style="list-style-type: none"> • Learn about Melody and Chords • Improve your keyboard skills </p>	<ul style="list-style-type: none"> • share personal material which is sent to them • what to do and where to get support to report material or manage issues online • the impact of viewing harmful content • that specifically sexually explicit material, for example pornography, presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners • how information and data is generated, collected, shared and used online • How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn, in all contexts, including online • How the use of alcohol and drugs can lead to risky sexual behaviour • Marriage • Sexual consent, including the age of consent • Violence against women and girls • Online behaviours including image and information sharing (including ‘sexting’, youth-produced sexual imagery, nudes, etc.) • Pornography • Sexuality • Gender identity • Violence and exploitation by gangs • Extremism and radicalisation • Criminal exploitation (for example, through gang involvement or ‘county lines’ drugs operations) • Hate crime
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<p>needs through life & Diet related health issues, Carbohydrate (starch & sugar) and Protein (Eggs)</p> <ul style="list-style-type: none"> • Food waste & seasonality • Protein (Meat & Fish), Special dietary needs, Fats, , Carbohydrate (starch & sugar) and Protein (Eggs) Vitamins & Minerals (mostly vitamins Multicultural meals • Science investigation (NEA 1) / Enzymatic browning • Demonstration of meat <p>Practical & Skills:</p> <ul style="list-style-type: none"> • Professional knife skills- julienne, baton • Protein (Meat dish) • Carbohydrate & Protein dish • Fats dish • Multicultural meals (NEA 2) • Carbohydrate (starch dish) • Principles of food safety & hygiene • Protein (meat dish) • Cake (Creaming method) • Cake (Whisking method) • Pastry (Rubbing-in method) <p><u>Technology – Product Design</u> Material properties thermo & thermosetting plastics. Design movements late 20thC. 6R's of sustainability Writing a design spec and analysing design, modelling and evaluating Final Design Woking with plastics and thermoforming. with strip heaters and vac forming. Nets on CAD & CAM</p> <p><u>Technology – Textiles</u> To understand the importance of Health & Safety processes</p> <ul style="list-style-type: none"> • Operating the sewing machine 	<ul style="list-style-type: none"> • Compose your own remix • Learn the Djembe drum <p><u>RS</u> Personal Choice and Beliefs - Religion: Do I have a choice? The Self and Religion Does It Matter How I behave? What does religion teach about consequence, punishment and reward?</p> <p><u>Languages</u> French: Hobbies</p> <ul style="list-style-type: none"> • Culture: French TV programmes, French actors, Francophone countries • Talking about celebrities and TV programmes – Singular and plural adjective agreement • Digital Technology – Forming and answering a range of questions • Arranging to go to the cinema, buying cinema tickets • Leisure activities – Using negatives • Listening and reading skills – Spotting synonyms, looking up perfect tense verbs when reading • Speaking skill – Using three tenses when speaking, speaking from notes <p>Food</p> <ul style="list-style-type: none"> • Culture: Christmas in France – food, dates, Saint names in French calendar • Talking about festivals and celebrations – Saying what you like and dislike • Describing festivals and special days – Using the present tense of regular “ir / re” verbs • Buying food at a market, using transactional 	
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<p>Design task in the style of a GCSE NEA</p> <ul style="list-style-type: none">• Mood board• Design specification• Product analysis• Sketching out ideas in response to the task• Gaining vital feedback to make iterative changes• Modelling/ Planning & making products <p>Modelling/ Planning & making products Fully evaluating end product Students rotate into other tech subjects twice</p>	<p>language</p> <ul style="list-style-type: none">• Talking about a future trip – Using the near future tense with questions• Listening and reading skills – Using prediction to help with challenging listening passages, giving answers in French for a reading task• Writing skill – Writing about New year, combining the present and near future tenses <p>Spanish:</p> <p>All about my life</p> <ul style="list-style-type: none">• Culture: Spanish TV programmes, music, singers• Use of mobile phone – Revision of present tense• Types of music with opinions• TV programmes – Using the comparative• Saying what you did yesterday – Using the present and the preterite• Reading skill - Understanding a TV guide, tackling an authentic text <p>Food</p> <ul style="list-style-type: none">• Culture: Traditional Hispanic foods, eating habits, origins of meals• Types of food with a range of opinions• Describing mealtimes – Using negatives• Ordering a meal – Using the formal of verbs• Discussing what to buy for a party – Using the near future tense• Giving an account of a party – Using three tenses together• Speaking skill – Using coping strategies when speaking, responding to what people say	
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	<p><u>Art</u></p> <p>It is our intention to build on the skills learned in Year 7 and develop these. They will work on sustained pieces for several hours. Students will draw using different materials and on different surfaces to understand how these behave. Art history will underpin their work - specifically at this stage the Cubists ; they will need to understand the difference between Analytical and Synthetic Cubism.. They will learn how to develop a piece of Analytical Cubism using monochromatic colours, (colour pencil and rendering/blending techniques) to build upon their colour theory from year 7. They will learn how to develop a piece of Synthetic Cubism using re-assemblage and using oil pastel/monochromatic range and blending skills.</p> <p>Students will learn how to develop and create a piece of collage work that further develops the Synthetic Cubism approach. For all these pieces students will use their own drawing from the beginning of the term as the basis of their work.</p>	
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