



Goffs Academy

Year 8

**How to Support Your
Child with Learning**

2020-21



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If there are any concerns or queries regarding a subject, please speak to the named contact for the subject or directly with your child's class teacher. If concerns persist or issues are unresolved, please speak to your child's Director of Learning.

Lynsey Hague, Director of Learning, Year 8
Mark Holding, Assistant Principal



Your guide to Year 8 English

Overview of what your child will be learning:

Term	Key content	Flipped Learning Content your child will need to come prepared to the lesson having researched	Things you can do to support your child to be successful
Autumn 1 Conflict and AIC	<p>Students will be using their knowledge gained from the text 'An Inspector Calls. Students will be taught how to analyse: character, theme, setting, structural devices and language. This SOW is based around GCSE Literature Paper 2.</p> <p>Students will be learning the key skills required to analyse poetry. They will also be revising key poetry terms, taught how to compare poems and how to memorise keys quotes. This SOW will be modelled around GCSE Lit Paper 2.</p>	<p>Create a character tree of the main characters, research the theme and plot. You must present your finding in the form of a Vlog.</p>	<p>You can help your child by listening to them read every night for 25 minutes in order to help them build their vocabulary, as researching the works of J. B. Priestly and facts about WW1.</p> <p>You can encourage your child to independently research William Shakespeare. Useful website: http://www.shakespeare.org.uk/home.html</p> <p>You can also help by testing them on their spelling words and checking they have used a variety of sentences in their homework Listen to their monologues and help them to make sure they are able to speak for around 3 minutes for this task.</p>
Autumn 2 Conflict and AIC	<p>Students will be using their knowledge gained from the text 'An Inspector Calls, in</p>	<p>Create a revision Power Point on how to approach a poem,</p>	<p>You can support your child by exploring these poems on BBC Bitesize to get in-</p>



	<p>order to help analyse character, theme, setting, structural devices and language.</p> <p>Students will also be introduced to a wide range of conflict poems where they will be learning the key skills required to analyse poetry. They will also be revising key poetry terms, taught how to compare poems and how to memorise keys quotes. This SOW will be modelled around GCSE Lit Paper 2.</p>	<p>using your research skills.</p>	<p>depth knowledge about the content and themes and YouTube to help visualise meaning.</p>
<p>Spring 1</p> <p>Tales with a Twist</p>	<p>Students will look at Roald Dahl's work alongside of literary greats in depth analysing theme, character, and language. Students will be encouraged to explore alternative viewpoints, memorise, and summarise events and quotes. We are linking this SOW with skills needed for GCSE Language Paper 1. Students will also have several opportunities to practice descriptive writing skills.</p> <p>This term we will specifically be focussing on how narratives are structured, order to</p>	<p>Read the first 4 pages of 'Charlie and the Chocolate Factory' and write your own descriptive piece inspired by the narrative.</p>	<p>You can help support your child by researching the works of Roald Dahl as well as hearing them read for 15 minutes every night to help them look for interesting adjectives, adverbs, and vocabulary. This will help them to write more creatively and skilfully.</p> <p>You can also help by testing them on their spelling words and checking they have used a variety of sentences in their homework In addition, encouraging them to write descriptive pieces around images will also help boost</p>



	engage the reader. We will also be using of vocabulary booklets to help develop a sophisticated repertoire of vocabulary.		their confidence with creative writing.
Spring 2 Tales with a Twist	This term will be a follow on from the previous, however students will begin to write their own short stories.	Students should begin researching Charles Dickens and some of his works.	Continued from above...
Summer 1 Prejudice- Exam prep and MOV	<p>Students will learn about the life and times of William Shakespeare and the set text 'The Merchant of Venice'. They will also study the language, structure, and context of the play in depth. This SOW is tailored around GCSE Literature paper 1.</p> <p>Students will learn about the different types of media and news including, press, T.V and posters. Students will also be learning how to analyse inspirational speeches, media articles and explain how language and presentational devices are used to create an impact. This SOW is based on the GCSE Speaking and Listening marking criteria.</p> <p>In addition, students will learn about the</p>	<p>Write 101 words about something you are passionate about and explain why.</p> <p>Also, research what inspires x2 of your idols and explain why.</p> <p>Create a character tree of the main characters in the MOV play, research the theme and plot. You must present your finding using cue cards.</p>	<p>You can help your child by encouraging them to read a variety of newspapers and magazines aimed at different audiences. For example, The Daily Mail and The Guardian. You can also encourage them to watch different news broadcasts such as Newsround and the BBC News. You can also encourage them to go online and read newspapers</p> <p>Useful websites: http://www.dailymail.co.uk/home/index.html</p> <p>You can also help by testing them on their spelling words and checking they have used a variety of sentences in their homework.</p> <p>You can also help them by listening to their speech at home in order for them to</p>



	<p>different types of media and news including, press, T.V and posters. Students will also be learning how to analyse inspirational speeches, media articles and explain how language and presentational devices are used to create an impact. This SOW is based on the GCSE Speaking and Listening marking criteria.</p>		<p>practice for their main delivery in class.</p> <p>MOV You can encourage your child to independently research William Shakespeare. Useful website: http://www.shakespeare.org.uk/home.html</p> <p>You can also help by testing them on their spelling words and checking they have used a variety of sentences in their homework Listen to their monologues and help them to make sure they are able to speak for around 3 minutes for this task.</p>
<p>Summer 2</p> <p>Prejudice- Exam prep and MOV</p>	<p>Students will continue reading the play MOV and Students will be prepped on how to prepare for their summer exams, which will consist of a reading and writing paper. They will learn how to master each paper by practicing key formulas, reading over WAGOLL and working alongside the marking criteria.</p>	<p>Go on to BBC Bitesize and AQA and research the marking criteria to Language Paper 1.</p>	<p>Please encourage your child to read for a minimum of 20 minutes each night and consistently fill out their vocabulary books with new-found words and. You can also help by testing them on their spelling words and checking they have used a variety of sentences in their homework</p>

Suggested reading & useful online resources to support independent and home learning:

Acronyms:

Descriptive writing- MAPSO: metaphor, alliteration, personification, simile, onomatopoeia



Non-fiction writing- AFORESTER: alliteration, facts, opinions, repetition, exaggeration, statistics, triples, emotive language, rhetorical question

Poetry-MITSL: Meaning, imagery, tone, structure, language

Language and structure analysis- PETAL: Point, evidence, technique, analysis, language

*All KS3 English classes will complete homework in booklets for each scheme of learning.

Contact Details:

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Your guide to Year 8 Mathematics

Overview of what your child will be learning:

<u>Term</u>	<u>Set</u>	<u>Key content (In order)</u>	Flipped Learning topics: The numbers below represent http://www.HegartyMaths.co.uk video clips. These clips can be used as preparation before a lesson or to consolidate after a lesson. Please note the set your child is in for maths and use the relevant clips.
AUTUMN TERM (HT1&2)	SET 1	<u>NUMBER</u> Negative numbers Estimation and rounding Multiplication and division Fractions FDP Percentages Primes, Factors and Multiples Laws of indices Standard form Surds <u>RATIO AND PROPORTION</u> Ratio Proportion	Clip 41,42,43 Clip 131 Clip 23,51 Clip 66,69,70 Clip 53,54,74,149 Clip 89,90,93,94,95 Clip 29,30,32,35 Clip 104-110 Clip 122-128 Clip 111,113-118 Clip 329-334 Clip 343,346
	SET 2	<u>NUMBER</u> Multiplication and division Estimation and rounding Negative numbers Fractions FDP Percentages Primes Factors Surds Standard form <u>RATIO AND PROPORTION</u> Ratio	Clip 23,50,51 Clip 130,131 Clip 41,42,43 Clip 66,69,70,71,77 Clip 53,74,149 Clip 89,90,93,94,98 Clip 29,30 Clip 111,115 Clip 105,106,122,123,125,126,128 Clip 329-334 Clip 739,740,741



		Proportion	
	SET 3	<u>NUMBER</u> Multiplication and division Estimation and rounding Negative numbers Fractions FDP Percentages BODMAS and Laws of Indices <u>RATIO AND PROPORTION</u> Ratio Proportion	Clip 15,16,58,50,51,145 Clip 17,56,130,131 Clip 39-43 Clip 63,64,66,67,68,70,77 Clip 53,74,149 Clip 89,90,93,98 Clip 24,44,102,105,106,120,150 Clip 329-337 Clip 739,740,741
	SET 4&5	<u>NUMBER</u> Multiplication and division Estimation and rounding Negative numbers Fractions FDP Percentages BODMAS Primes, Factors and Multiples <u>RATIO AND PROPORTION</u> Ratio Proportion	Clip 15,16,48,50,144,145 Clip 17,56,130,131 Clip 39-43 Clip 63-70,77 Clip 53,73,75,76,82,83 Clip 84-88 Clip 23,44,102 Clip 31,34 Clip 328,329,330,739 Clip 739,740
SPRING TERM (HT3&4)	SET 1	<u>ALGEBRA</u> Straight line graphs Other Graphs Simplifying expressions, expanding, and factorising Rearranging formulae Solving Equations and simultaneous equations Inequalities <u>SHAPE, SPACE and MEASURE</u> Circles Volume	Clip 201-204,207,208,213 Clip 251 Clip 160,162,163,164,168,169,223,224 Clip 280-284 Clip 178-186,190-193,218 Clip 265,266,269,270 Clip 320,536,537,541-547



	<p>Angle properties and angles in parallel lines Transformations Pythagoras & Trigonometry</p>	<p>Clip 570,571 Clip 488-491 Clip 638-641, 645-649 Clip 498,499,509,510,511,512</p>
SET 2	<p><u>ALGEBRA</u> Simplifying expressions Substituting into formulae Solving Equations Simultaneous Equations Straight line graphs Inequalities <u>SHAPE, SPACE and MEASURE</u> Circles Angles in polygons Transformations Pythagoras Theorem</p>	<p>Clip 160,161,168,169 Clip 278 Clip 178,183-186 Clip 190,191,218 Clip 205,207,208 Clip 265,266,269,270 Clip 320,534,539 Clip 561-564, 822 Clip 638-641, 645-649,680,681 Clip 498,499</p>
SET 3	<p><u>ALGEBRA</u> Simplifying expressions Solving Equations Straight line graphs Inequalities <u>SHAPE, SPACE and MEASURE</u> Area and perimeter Circles Parallel lines Transformations</p>	<p>Clip 156,157,160,161,168 Clip 178,183,184,185 Clip 199,205,206 Clip 265,266,269,270 Clip 556,557,559 Clip 320,534,539 Clip 481,482,483 Clip 638,639,640,641,645,648,649,680,681,827</p>
SET 4&5	<p><u>ALGEBRA</u> Simplifying expressions Substituting into formulae Solving Equations Coordinates and straight-line graphs Sequences <u>SHAPE, SPACE and MEASURE</u> Area and perimeter 3d shapes and surface area Angle properties Transformations</p>	<p>Clip 156,157,160,161,168 Clip 780,781,782 Clip 178,179,180 Clip 199,205 Clip 197,198 Clip 549, 554,557,558 Clip 568,570,584,833-836 Clip 478,479,480,485,487,560 Clip 638,639,648,649,680,681,827</p>



SUMMER TERM 1 (HT5)	SET 1	<u>PROBABILITY AND STATISTICS</u> Probability tree diagrams Averages Averages from tables Stem and leaf diagrams Cumulative frequencies and box plots	Clip 361-365 Clip 419,420,421 Clip 402,403,414-418 Clip 430-433 Clip 434,437,438
	SET 2	<u>PROBABILITY AND STATISTICS</u> Probability tree diagrams Averages Averages from tables Stem and leaf diagrams Scatter graphs	Clip 361,364 Clip 419,420 Clip 402,403,414-418 Clip 430,431 Clip 453,454
	SET 3	<u>PROBABILITY AND STATISTICS</u> Probability questions Frequency Trees Probability tree diagrams Tables and averages from tables Charts and graphs Scatter graphs Stem and leaf diagrams	Clip 351,352 Clip 368,369 Clip 361 Clip 401,414,415,417,419,420,421 Clip 425,427,428 Clip 453,454 Clip 430,431
	SET 4&5	<u>PROBABILITY AND STATISTICS</u> Probability questions Frequency Trees Outcomes Tables and averages from tables Charts and graphs Scatter graphs	Clip 351,352 Clip 368,369 Clip 359 Clip 401,415,419,420,421 Clip 425 Clip 453
SUMMER TERM 2 (HT6)	SET 1-5	Revision and End of Year Test	Use Hegarty maths to revise all topics covered throughout the year



Suggested reading & useful online resources to support independent and home learning:

Suggested reading: Collins KS3 Maths Frameworking Pupil Book 2.1 (for sets 4&5)
Collins KS3 Maths Frameworking Pupil Book 2.2 (for sets 3)
Collins KS3 Maths Frameworking Pupil Book 2.3 (for sets 1&2)

Useful online resources: <http://www.bbc.co.uk/education/subjects/zqhs34j>
<https://hegartymaths.com/>
<https://corbettmaths.com>
<https://justmaths.co.uk>
www.emaths.co.uk/KS3Sat.htm

Useful information:

The detailed version of the year 8 scheme of work can be found on the Goffs Academy website:

<https://www.goffs.herts.sch.uk/307/subject-information/subject/23/mathematics>

Course Contact

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Your guide to Year 8 Art

Overview of what your child will be learning:

Term	Key content	Flipped Learning Content your child will need to come prepared to the lesson having researched	Things you can do to support your child to be successful
Autumn 1	<p>Cubism: Understanding what Cubism is and how it sits in the history of art. Understanding the difference between analytical and synthetic Cubism. Observational drawing from still life – exploring different viewpoints and experimenting with different materials. Developing an analytical Cubism piece using above work using colour pencils, rendering and monochromatic range</p>	<p>Reading about the Cubists and their lives/approaches Reading about the art movements either side of Cubism to understand the development of this approach: Pablo Picasso, George Braques, Juan Gris</p>	<p>Ensure your son/daughter has a quiet space to complete homework – checking Doodle; Discuss with your son/daughter what they are doing in lessons; ask them to explain the processes they are learning about</p>
Autumn 2	<p>Cubism: Developing an analytical Cubism piece using above work using oil pastels, rendering/blending techniques and monochromatic range Developing a piece of synthetic Cubism using collage</p>	<p>Reading about the Cubists and their lives/approaches Reading about the art movements either side of Cubism to understand the development of this approach: Fernand Leger</p>	<p>Ensure your son/daughter has a quiet space to complete homework – checking Doodle; Discuss with your son/daughter what they are doing in lessons; ask them to explain the processes they are learning about</p>
Spring 1	<p>Our Environment: Rural & Urban Students must take their own</p>	<p>Reading about printmakers past and present</p>	<p>Supporting son/daughter with photographic homework task.</p>



	<p>photographs outside of school and arrange bringing them in (on USB or printed out)</p> <p>Developing designs using photography work</p> <p>Learning how to annotate their own work</p> <p>Creating a Polyboard print exploring colours</p> <p>Developing print using collage and drawing</p>	<p>Looking at online links at how to make prints using Polyboard</p>	<p>Ensure your son/daughter has a quiet space to complete homework – checking Doodle; Discuss with your son/daughter what they are doing in lessons; ask them to explain the processes they are learning about</p>
Spring 2	<p>Our Environment: Rural & Urban</p> <p>Learning how to create a simple lino print, understanding, and executing good Health & Safety practise.</p> <p>Experimenting with different materials to create grounds to print on top of</p> <p>Exploring development using mixed media – collage & stitching</p>	<p>Reading about printmakers past and present</p> <p>Looking at online links at how to make prints using Lino</p>	<p>Ensure your son/daughter has a quiet space to complete homework – checking Doodle; Discuss with your son/daughter what they are doing in lessons; ask them to explain the processes they are learning about</p>
Summer 1	<p>Learning how to create relief in clay, understanding and executing good Health & Safety practise.</p> <p>Learning how to use both raised and bas relief</p> <p>Evaluating own work as it progressed</p> <p>Experimenting with painting and drawing techniques on finished, fired clay piece</p>	<p>Reading about using clay and understanding the use of raised and bas relief in art history</p>	<p>Ensure your son/daughter has a quiet space to complete homework – checking Doodle; Discuss with your son/daughter what they are doing in lessons; ask them to explain the processes they are learning about</p>



Summer 2	Completing painting finished, fired clay piece, and evaluating Extension work dependent on time restraints	Reading about artists who use clay in their practice, both past & present	Ensure your son/daughter has a quiet space to complete homework – checking Doodle; Discuss with your son/daughter what they are doing in lessons; ask them to explain the processes they are learning about. Over the Summer Holidays visit and Art Gallery and look at artwork first-hand.
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Suggested reading & useful online resources to support independent and home learning:

Cubism: <https://www.tate.org.uk/art/art-terms/c/cubism>

Belinda del Pesco: excellent You Tube channel of how to create different printmaking pieces

Contact Details:

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Your guide to Year 8 Computing

Overview of what your child will be learning:

Term	Key content	Flipped Learning Content your child will need to come prepared to the lesson having researched	Things you can do to support your child to be successful
Autumn 1	Unit 1 – Staying Safe: Students will be reminded about how to stay safe when using online or mobile devices.	Research online safety topics such as Nudes, online grooming, online reputation etc. https://www.childnet.com/young-people/secondary	Discuss issues related to e-safety and how to deal with situations where they may be at risk when using the internet or their mobile devices e.g. cyberbullying.
Autumn 2	Unit 2 – Microbit: Students will use the BBC Microbit to learn how to program using python programming language. They will learn about sequencing, variables, iteration, and selection. Students will use the Microbit to carry out programming tasks to help them understand what happens when you code.	Key terms related to computing such as algorithm, abstraction, variables, network etc.	Ask your child to show you some of the coding skills they have learnt. https://python.microbit.org/v/2.0
Spring 1	Unit 2- Staying Safe: Students will complete the unit and the assessment task. They will have the opportunity to improve their assessment task based on feedback given by the teacher.	Look at how you can implement staying safe online such as using location services more carefully and setting up privacy on your apps and social networking accounts.	Have a discussion with your child to make sure they know what to do if they have concerns online.
Spring 2	Unit 3 –Python Quiz: This term students will start unit 3 and create a quiz using a text-based programming	Look at how programming is all around us and is used to help us in our everyday life such as	Ask your child to do some coding using this website online: https://repl.it/languages/python



	language called Python. This is linked with the previous unit on Microbit and will help consolidate as well as further develop their programming skills.	the electronic signs in bus stops. Research key terms such as algorithm, abstraction, and loops.	And then ask them to show and explain their code. Python Challenge Task: write a program that asks the user to input the width and height of a rectangle and calculates the area as well as displaying the results.
Summer 1	Unit 3 –Python Quiz: Students will continue with unit 3 and complete their assessment task which is to create an interactive quiz using Python Programming language.	You can look at an example of an interactive quiz online and break down the steps to find out how it works. You can practise drawing a flowchart or write a sequence of steps used to make that particular quiz work.	A number and repeats until they guess the number 7, congratulate the user with a “well done” message when the guess correctly.
Summer 2	Unit 4 – Exercise and Wellbeing Model: Students will learn the basics of spreadsheets such as formulas and functions, models, and simulations. Students will use a spreadsheet model to look at diet and exercise levels. Students will learn to use gaol seek to investigate what if scenarios.	Investigate models and simulations used by people in various situations. You can try and create spreadsheet model of your own and change the data to see how it affects the outcome.	You can read through this information on the BBC website about spreadsheets and discuss with your child if they understand the topic of spreadsheets. https://www.bbc.co.uk/bitesize/guides/zdydmp3/revision/1

Suggested reading & useful online resources to support independent and home learning:

<https://www.childnet.com/young-people/secondary>

<https://www.thinkuknow.co.uk/>

<http://www.swgfl.org.uk/OnlineSafety>

<https://www.bbc.com/education/subjects/z34k7ty>

<https://repl.it/languages/python>



<https://www.bbc.co.uk/bitesize/guides/zdydmp3/revision/1>

Contact details:

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Your guide to Year 8 Drama

Overview of what your child will be learning:

Term	Key content	Flipped Learning Content your child will need to come prepared to the lesson having researched.	Things you can do to support your child to be successful
Autumn 1	The Haunted Lift	Understanding what techniques can be used to create a mood and atmosphere.	Researching some appropriate music online to build an appropriate mood.
Autumn 2	Commedia Dell arte	Students may wish to look at this style of theatre and find out where is originated and was originally performed.	Research the term slapstick comedy and what that means.
Spring 1	Stabbing at the Disco	Pupils will be using hot-seating to explore a narrative. They may wish to research this rehearsal technique at the start of the topic.	
Spring 2	Romeo and Juliet	Considering the genre of the play. Researching The Globe Theatre	Pupils will need to consider how they can modernise the key themes from the text.
Summer 1	Arson About	Understanding the styles of theatre- Naturalistic and Non-Naturalistic.	
Summer 2	Mask Work	Discover why masks are helpful in theatre and performances.	Research Trestle Theatre company.

Suggested reading & useful online resources to support independent and home learning:

<https://www.bbc.co.uk/bitesize/guides/zr8h7nb/revision/1>

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Your guide to Year 8 Geography

Overview of what your child will be learning:

Term	Key content	Flipped Learning Content your child will need to come prepared to the lesson having researched	Things you can do to support your child to be successful
Autumn 1 Geography of Crime How safe is Cheshunt?	Students will learn how maps and Geographical Information Systems (GIS) can be used to help solve crimes. This unit involves students undertaking a local area fieldtrip to investigate how crime is prevented.	You can help support your child by discussing events in the local newspaper. Website: http://www.bbc.co.uk/bitesize/ks3/geography/spaces/crime/revision/2/	Discussion: Pupils can use police.co.uk to find out crimes which have happened in the local area.
Autumn 2 Endangered ecosystems: The Tropical Rainforest - Does deforestation mean disaster or development?	Students will learn about the geographical concept of sustainability and how deforestation is unsustainable. Students will look at where the tropical rainforests are located and how they are linked by resources they use in everyday life. We will look at how the tropical rainforest is used in an unsustainable way. Assessment for this unit will be a written debate on whether deforestation of the rainforest is more of a disaster for local people or development for the rest of the country.	Watch: Bruce Parry's Amazon series to be aware of the location of the Amazon Rainforest and the physical and human geographical features that can be seen. Encourage pupils to find out information about deforestation: http://environment.nationalgeographic.co.uk/environment/global-warming/deforestation-overview/ Watch informational clip: http://www.bbc.co.uk/learningzone/clips/rainforest-destruction-kalimantan-indonesia-and-costa-rica/3096.html	Discussion: What struggles is the rainforest facing? What can be done about deforestation? Where is deforestation the worst? What can be done/ is being done to help with deforestation? Why might some countries really want to cut their rainforest down?
Spring 3	Students will learn about how the Earth's	Students can watch the following video	Discussion:



<p>Climate Change – How is our Earth changing?</p>	<p>climate has changed from past to present. Students will learn about geological time and changes in land and atmosphere throughout time. Students will use evidence of change to consider solutions to the problem of climate change.</p>	<p>which shows some of the reasons why climate change is happening: https://www.youtube.com/watch?v=RHrFB0UI6-8&safe=active There is also extra information about what changes are happening and what impact they are having on bitesize: http://www.bbc.co.uk/bitesize/ks3/science/environment_earth_universe/changes_in_environment/revision/6/</p>	<p>What is climate change? Why is it occurring? What can be done to mitigate climate change? Why is it important that we all work together?</p>
<p>Spring 2</p> <p>Uneven world – Sustainable Development Goals: Distant dream or Realistic Reality?</p>	<p>Students will learn about how countries are measured on their development including birth rate, death rate, literacy rate and poverty. Pupils play the trade game to allow them to experience some of the problems continents like Africa face when trying to become developed (being in dept, not having enough equipment, not having enough resources). Assessment will reflect on the Sustainable Development Goals and evaluate their success.</p>	<p>Pupils could write down their ideas of countries that will be rich and poor and why before they learn about it during the topic. Pupils can research in more depth what has been done about the Sustainable Development Goals:</p> <ul style="list-style-type: none"> • http://www.guardian.co.uk/global-development/millennium-development-goals • http://www.guardian.co.uk/global-development/millennium-development-goals 	<p>Discussion: Why are some countries rich and some poor? What can be done to minimise the gap between rich and poor? What is the best way to help poor countries become rich? What is the best way to measure whether a country is rich or poor?</p>
<p>Summer 1</p> <p>China – Is China the next Superpower?</p>	<p>Students will learn about how life in China is different to life in the UK. The unit will look at how population control is a major issue in China,</p>	<p>Encourage pupils to find out about the One Child Policy. Could research where China ranks in the world for wealth, manufacturing</p>	<p>Discussion: What tourist attractions are there in China? Why would China be classed as a superpower?</p>



	<p>how China is a major manufacturer, and China as a comparison to other superpowers (USA and Russia). Assessment will be a past GCSE paper focusing on China's One Child Policy.</p>	<p>population, and land area.</p> <p>Listen to talk about USA and China relations: A Superpower and An Emerging Rival: A Look Ahead at China http://www.npr.org/2013/06/13/191348005/a-superpower-and-an-emerging-rival-a-look-ahead-at-china</p>	<p>What other countries might be classed as superpowers? What might China be like in 50 years time?</p>
<p>Summer 2</p> <p>Global issues – What is the future of geography?</p>	<p>Students will learn about global issues and impacts they have on our lives. Pupils will then complete a project about a global issue of their choice to research about and identify reasons and solutions to the issue.</p>	<p>Encourage pupils to watch Newsround to find out any global issues that are topical. Can also encourage keen readers to look through newspaper and collect clippings about global issues.</p>	<p>Discussion: What is the most severe global issue? What can be done about global issue?</p>

Suggested reading & useful online resources to support independent and home learning:

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Your guide to Year 8 History

Overview of what your child will be learning:

Term	Key content	Flipped Learning Content your child will need to come prepared to the lesson having researched	Things you can do to support your child to be successful
Autumn 1	<p>African Slavery:</p> <p>What was West Africa like before slavery? How did Transatlantic slavery begin? How did Slaves get to America? What was lifelike on a slave plantation? Why was music important to slaves? What was the underground railroad? How effective were slave rebellions? How did slavery end? Did slavery really end in 1865?</p>	<p>Reading one chapter of the Underground railroad this will be provided in lesson with a task to complete.</p> <p>Reading an article on Sweatshops.</p>	<p>There are a lot of websites that can offer assistance on this topic.</p> <p>http://www.history.com/topics/black-history/slavery</p> <p>BBC Class-clips is also very useful in encouraging in-depth enquiry Please encourage your child to think about how impartial their research is. ‘12 Years a Slave’ is an accurate representation of the life of Solomon Northup – a freeman captured in the USA and made a slave</p>
Autumn 2	<p>The Civil Rights Movement</p> <p>Why did the KKK emerge in the USA? Who was Jim Crow? How did he shape views of African Americans? How did a bus change History? What were the key protests of the Civil Rights Movement?</p>	<p>Reading one chapter of the ‘Help’ which will be handed out in class with a task to complete.</p> <p>Reading an article on contemporary racial inequality and preparing for a debate in class.</p>	<p>There are lots of website for your child to visit in regard to this topic.</p> <p>https://www.bbc.com/bitesize/guides/zcpcwmn/revision/1</p> <p>Visiting Abroad: https://www.civilrightsmuseum.org/ (America)</p> <p><u>Documentaries</u></p>



	<p>How significant was the Black Power Movement in improving Civil Rights?</p> <p>How equal are African Americans today?</p> <p>Why is the Black Lives Matter movement necessary?</p>		<p>Emmett Till</p> <p>The Origins of the Ku Klux Klan</p> <p>The Conspiracy on Killing Martin Luther King</p> <p>Movies:</p> <p>Malcolm X</p> <p>Black Klansman (watch with your discretion)</p>
Spring 1	<p>Jack the Ripper:</p> <p>What was it like to be a Victorian East ender?</p> <p>Who were Jack's victims?</p> <p>What did Jack look like?</p> <p>What was Jack's personality like?</p> <p>Were the police to blame for Jack evading capture?</p> <p>Who was Jack?</p> <p>How did Jack change the East-End for the better?</p>		<p>There are a large number of different books available regarding Jack the Ripper. It would also be worth discussing the Industrial Revolution with your child so that they gain context of the time.</p> <p>Trips: The school organises a 'Jack the Ripper' walking tour for this scheme of learning, though this has limited spaces. The company 'London Walks' is one of many companies that provide a comprehensive overview of the time period.</p> <p>http://www.walks.co.uk/London_Walks_Home/Jack_the_Ripper_Tour/default.aspx</p>
Spring 2	<p>British Politics:</p> <p>How does Parliament work?</p> <p>Where does our Parliament come from?</p>	<p>How will England be ruled if there is not a King? Following on from your classwork on the execution of Charles I, your homework is to</p>	<p>Recommended reading:</p> <p>Bitesize guide on the UK Government through time:</p> <p>https://www.bbc.co.uk</p>



	<p>Should Charles I have been executed? What was the Ballot Act of 1872? What problems did the Government have in the early 20th century? What were the liberal reforms? Government after WW2 How has the government changed over time? What is Brexit and how will it affect our future?</p>	<p>consider how the country should be ruled now the king is dead.</p> <p>What was life like in Britain during The Second World War? By Terry Charman for the Imperial War Museum Read the extract in your homework booklet and write a paragraph on what you have learnt from the text about life in the second world war.</p>	<p>k/bitesize/guides/zbtg87h/revision/1 The History of Parliament website guide aimed at KS3 students: https://www.historyofparliamentonline.org/schools/ks3/introduction Get to know your UK Parliament and how it works PDF: https://assets-learning.parliament.uk/uploads/2019/12/KS3-Booklet-Get-to-know-your-UK-Parliament.pdf Official video from UK Parliament on ‘an introduction to Parliament’ for kids available at: https://www.youtube.com/watch?v=RAMblz3Y2JA Visit UK Parliament in London: https://www.parliament.uk/visiting/ You can book a tour of Parliament here or alternatively take a virtual tour on the website.</p>
<p>Summer 1</p>	<p>The Suffragettes and the fight for equality NUWSS/WSPU/WFL Actions of different women’s groups to achieve suffrage Government responses to the women’s groups Impact of WW1 on women’s suffrage Equal Franchise Act •Equal Pay Act</p>	<p>Watch a video clip of how many were treated in the 1900s. Students will be given questions in class to answer. https://www.youtube.com/watch?v=vkJJFX8Qn90 Article from Refinery 29 UK, from May 2018 about lack of female</p>	<p>Visit the London Museum for facts about the Suffragettes: https://www.museumoflondon.org.uk/discovers/suffragettes London Walks- https://londontownwalks.com/our-walks-and-pricing/suffragettes-walk/</p>



	<ul style="list-style-type: none"> •Third Wave Feminism 	<p>representation in company leadership. The students will read the passage of text and then consider how equal are women in society today? Be prepared to justify your answers in class using evidence from the article.</p>	<p>BBC Bitesize, YouTube and the Suffragette movie.</p>
<p>Summer 2</p>	<p>What are the key features of the Holocaust? Who were the victims, heroes & perpetrators of the Holocaust? How did the treatment of Jews in Germany change? Why did people support Hitler? What was life like for Jews in hiding? What was life like a camp?</p> <p>How were the Nazi's punished for the Holocaust? Has the world learned anything from the Holocaust?</p>	<p>Reading an extract from Anne Frank's diary and then to consider the following questions: What challenges did Jews in hiding face? How is Anne an inspirational character?</p> <p>Researching an example of a Holocaust memorial</p>	<p>Your child would have read 'The Boy in the Striped Pyjamas' as part of their English course so encourage them to re-read this or check back on their notes from those lessons. Further to this, there are two key films that vividly recall the Holocaust. The Pianist and Schindler's List are both certificated '15' so these films should be watched at your discretion.</p>

Suggested reading & useful online resources to support independent and home learning:

Autumn term 1&2:

12 years of a Slave

Kunta- Series

Malcolm X

Reading:

The Underground Railroad

The Help

Summer Term 2

<https://www.hmd.org.uk/learn-about-the-holocaust-and-genocides/the-holocaust/>

<https://www.history.com/topics/world-war-ii/the-holocaust>



Schindlers List
The Pianist
Band of Brothers

Reading:

The Book thief
The Promise: The Moving Story of a Family in the Holocaust
The Boy Who Followed His Father into Auschwitz

Contact Details:

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Your guide to Year 8 MFL - French

Overview of what your child will be learning:

Term	Key content	Flipped Learning Content your child will need to come prepared to the lesson having researched	Things you can do to support your child to be successful
Autumn 1	<ul style="list-style-type: none"> • TV programmes. • Digital Technology. • Going to the cinema. • Leisure activities. 	Research and practice vocabulary on: <ul style="list-style-type: none"> • TV programmes https://quizlet.com/82079197/french-tv-programmes-flash-cards/	www.languagenut.co.uk Vocab trainer; Vocab by topic; Leisure; TV
Autumn 2	<ul style="list-style-type: none"> • Festivals and celebrations. • Buying and describing food. 	Research and practice vocabulary on: <ul style="list-style-type: none"> • Food https://quizlet.com/462044557/food-nouns-in-french-flash-cards/	www.languagenut.co.uk Vocab trainer; Vocab by topic; Shopping and Eating out; Food and Drink
Spring 1	<ul style="list-style-type: none"> • Sports. • Directions. • Injuries and illness. 	Research and practice vocabulary on: <ul style="list-style-type: none"> • Directions https://quizlet.com/197311825/french-directions-flash-cards/	www.languagenut.co.uk Vocab trainer; Vocab by topic; Where I live; Directions
Spring 2	<ul style="list-style-type: none"> • Where you live. • Weather. • Household chores. 	Research and practice vocabulary on: <ul style="list-style-type: none"> • Weather https://quizlet.com/180584767/french-weather-flash-cards/	www.languagenut.co.uk Vocab trainer; Vocab by topic; Weather & The Environment; Weather (Present)
Summer 1	<ul style="list-style-type: none"> • Saying what you did during the holidays. • Describing a visit to a theme park. 	Research and practice vocabulary on: <ul style="list-style-type: none"> • Past holiday activities https://quizlet.com/293054001/french-past-holiday-activities-flash-cards/	www.languagenut.co.uk Vocab trainer; Vocab by topic; Holidays and Travel; Holidays (Past)



Summer 2	<ul style="list-style-type: none">• Revision of vocabulary and grammar.	Practice and revision of all vocabulary and grammar studied throughout the year by revisiting above links.	Practice and revision of all vocabulary and grammar studied throughout the year by revisiting above links.
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Suggested reading & useful online resources to support independent and home learning:

<https://www.linguascope.com/>

Username: Goffs Password: 20twenty Beginner

KS3 French BBC Bitesize

www.bbc.co.uk/bitesize/subjects/zgdqxb

www.studystack.com

Contact Details:

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Your guide to Year 8 MFL - Spanish

Overview of what your child will be learning:

Term	Key content	Flipped Learning Content your child will need to come prepared to the lesson having researched	Things you can do to support your child to be successful
Autumn 1	<ul style="list-style-type: none"> • Use of mobile phone. • Types of music. • TV programmes. • What you did yesterday. 	Research and practice vocabulary on: <ul style="list-style-type: none"> • TV programmes https://quizlet.com/gb/436451519/tv-programmes-flash-cards/	www.languagenut.co.uk Vocab trainer; Vocab by topic; Leisure; TV
Autumn 2	<ul style="list-style-type: none"> • Types of food. • Describing mealtimes. • Ordering a meal. 	Research and practice vocabulary on: <ul style="list-style-type: none"> • Food https://quizlet.com/199446053/spanish-food-flash-cards/	www.languagenut.co.uk Vocab trainer; Vocab by topic; Shopping and Eating out; Food and Drink
Spring 1	<ul style="list-style-type: none"> • Arranging to go out. • Clothes. 	Research and practice vocabulary on: <ul style="list-style-type: none"> • Clothes https://quizlet.com/162352285/spanish-clothing-flash-cards/	www.languagenut.co.uk Vocab trainer; Vocab by topic; Shopping and Eating out; Clothes
Spring 2	<ul style="list-style-type: none"> • Talking about a past holiday and what you did. • Describing the last day of your holiday. 	Research and practice vocabulary on: <ul style="list-style-type: none"> • Past holiday activities https://quizlet.com/72937466/past-holiday-activities-flash-cards/	www.languagenut.co.uk Vocab trainer; Vocab by topic; Holidays and Travel; Holidays (Past)
Summer 1	<ul style="list-style-type: none"> • Describing a holiday home. • Holiday activities. • Directions. 	Research and practice vocabulary on: <ul style="list-style-type: none"> • Directions https://quizlet.com/463394149/spanish-directions-spanish-	www.languagenut.co.uk Vocab trainer; Vocab by topic; Where I live; Directions



		directions-directions-flash-cards/	
Summer 2	<ul style="list-style-type: none">• Revision of vocabulary and grammar.	<ul style="list-style-type: none">• Practice and revision of all vocabulary and grammar studied throughout the year by revisiting above links.	Practice and revision of all vocabulary and grammar studied throughout the year by revisiting above links.

Suggested reading & useful online resources to support independent and home learning:

<https://www.linguascope.com/>

Username: Goffs Password: 20twenty Beginner

KS3 Spanish BBC Bitesize

<https://www.bbc.co.uk/bitesize/subjects/zfckjxs>

www.studystack.com

Contact Details:

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Your Guide to Year 8 Music

Overview of what your child will be learning:

Term	Key content	Flipped Learning topics
Autumn 1	<p><u>MELODY AND CHORDS (Every Breath You Take) Keyboard Skills.</u></p> <p>Students will be learning rehearsal skills in the preparation of a performance on the keyboard/piano as well as learning some notation and musical theory.</p> <p>How you can specifically help your child. Encourage practise at home to develop keyboard skills.</p>	<p>Listening to various songs in preparation for rehearsal in lessons.</p> <p>Practise certain keyboard skills for use in a lesson.</p>
Autumn 2	<p><u>REMIX (Every Breath You Take) – Keyboard and compositional Skills.</u></p> <p>Students are encouraged to be creative and to compose ideas to enhance their version of EBYT, using more advanced keyboard skills.</p> <p>How you can specifically help your child. Encourage your child to attend extra clubs at lunchtimes to practise further.</p>	<p>Create and compose musical ideas at home to be applied in the next lesson.</p>
Spring 1 Spring 2	<p><u>RHYTHMS OF THE WORLD - DJEMBE DRUMS</u></p> <p>Students will take part in whole-class rehearsals and performances, whilst developing their sense of musical pulse and rhythm. Correct drum technique will be taught and applied to an improvised solo from every student. The topic ends with group work and a group composition.</p> <p>How you can specifically help your child. Help your child to research the topic and listen to examples of the genre (YouTube).</p>	<p>To work on rhythmic patterns, with lyrics, to base group work on.</p>
Summer 1 Summer 2	<p><u>CONVENTIONS OF POP - Pop Ballad – Keyboard skills.</u></p> <p>Students develop confidence from making choices throughout this topic, ending with an assessed performance of a song/piece that they have chosen to play. Various new techniques are rehearsed and applied, and students have the opportunity to constantly improve their skills in preparation for the GCSE course in Year 9.</p> <p>How you can specifically help your child. Listen to the chosen songs at home and encourage extra keyboard practise.</p>	<p>Listen to various Pop Ballads at home to become familiar with their choice of song before attempting to play it in the next lesson.</p>



Suggested reading & useful online resources to support independent and home learning:

Various YouTube clips and recordings as well as websites and articles which students will be directed to during lessons.

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Your guide to Year 8 Core PE

Overview of what your child will be learning:

Term	Key content	Flipped Learning Content your child will need to come prepared to the lesson having researched	Things you can do to support your child to be successful
WB 1/9 – WB 5/10	Girls – 8e/w1 Netball 8e/w2 Fitness Boys – 8e/w1 Football 8e/w2 Badminton	N/A	Encourage them to attend a variety of after-school sports clubs to maintain and improve fitness levels. Please make sure your child has their kit for every lesson. If they are injured, please send in a note but still bring kit so they can be involved in the learning that takes place.
WB 12/10 – WB 16/11	Girls – 8e/w1 Gym/Trampolining 8e/w2 Netball Boys – 8e/w1 Rugby 8e/w2 Football	N/A	Please encourage your child to attend the after-school activity for the sport they are covering in this unit. Netball is outside on the courts and additional clothing may be advisable. Rugby is on the field, please wear boots. A gum shield is necessary. Additional clothing on the uniform policy is advised in cold conditions.
WB 23/11 – WB 14/12	Girls – 8e/w1 Gym/Trampolining 8e/w2 Dance	N/A	Please encourage your child to attend the after-school activity for the sport



	Boys – 8e/w1 Table Tennis 8e/w2 Handball		they are covering in this unit. Handball will be on the astro where astro trainers or moulded boots are advised. Additional clothing on the uniform policy is advised in cold conditions.
WB 4/1 – WB 25/1	Girls – 8e/w1 Non-Traditional 8e/w2 Dance Boys – 8e/w1 Sports Education 8e/w2 Sports Education	N/A	Please encourage your child to attend the after-school activity for the sport they are covering in this unit. Sports Education is on the astro where astro trainers or moulded boots are advised. Additional clothing on the uniform policy is advised in cold conditions.
WB 1/2 – WB 1/3	Girls – 8e/w1 Sports Education 8e/w2 Sports Education Boys – 8e/w1 Fitness 8e/w2 Rugby	N/A	Please encourage your child to attend the after-school activity for the sport they are covering in this unit. Additional clothing on the uniform policy is advised in cold conditions.
WB 8/3 – WB 12/4	Girls – 8e/w1 Football 8e/w2 Non-Traditional Boys – 8e/w1 Basketball 8e/w2 Fitness	N/A	Please encourage your child to attend the after-school activity for the sport they are covering in this unit. Football will be on the astro where astro trainers or moulded boots are advised. Additional clothing on the uniform policy is



			advised in cold conditions.
WB 19/4 – WB 10/5	Girls – 8e/w1 Athletics 8e/w2 Tennis Boys – 8e/w1 Athletics 8e/w2 Danish Long Ball	N/A	Please encourage your child to attend the after-school activity for the sport they are covering in this unit. Danish Long Ball will be on the astro where astro trainers or moulded boots are advised. Additional clothing on the uniform policy is advised in cold conditions.
WB 17/5 – WB 14/6	Girls – 8e/w1 Tennis 8e/w2 Rounders Boys – 8e/w1 Cricket 8e/w2 Rounders	N/A	Please encourage your child to attend the after-school activity for the sport they are covering in this unit.
WB 21/6 – WB 19/7	Girls – 8e/w1 Rounders 8e/w2 OAA/Problem Solving Boys – 8e/w1 Softball 8e/w2 Tennis	N/A	Please encourage your child to attend the after-school activity for the sport they are covering in this unit.

Suggested reading & useful online resources to support independent and home learning:

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Your guide to Year 8 Religious Studies

Overview of what your child will be learning:

Term	Key content	Flipped Learning Content your child will need to come prepared to the lesson having researched	Things you can do to support your child to be successful
Autumn 1: Religion – Do we have a choice?	In this unit students will consider what it means to join a religion and what sort of choices are made in order to belong to a particular religion. They will also consider whether the choice to belong to a religion is made by parents and handed down to their children. Students will discuss when such decisions should be made – can children make decisions to join a religion or should you be an adult? They will look at Christianity and Judaism in particular when studying this unit.		Discuss with your child the question “why do you think people are religious?” and explain your personal beliefs.
Autumn 2: Does it Matter How we Behave?	In this unit students will be looking at reasons as to why it does or does not matter how people behave and exploring why religions believe it does matter how you behave and why they believe this. Actions		Encourage your child to think about their behaviour and the consequences it has. Discuss what you think happens in the afterlife and if behaviour affects this.



	<p>and consequences will be relevant here and the religious focus will centre on ideas of Heaven and Hell as well as the concept of karma.</p>		
<p>Spring 1: Is Prejudice and Discrimination Alive and Kicking?</p>	<p>In this unit students will be looking at what the words 'prejudice' and 'discrimination' mean. They will look at examples of prejudice and discrimination, such as discrimination based on disability, gender, and race. Lessons will have included how people with HIV/AIDS have been treated in the past, peoples' reactions to conjoined twins and whether beauty matters. They will also learn what Jesus taught about the way we should treat other people. Students will also have considered their own views about prejudice and discrimination.</p>		<p>Discuss what prejudice or discrimination you have experienced or witnessed and the negative effect this has on society.</p>
<p>Spring 2: Money, Money, Money: How should a good person react to wealth and poverty?</p>	<p>In this unit students will consider the importance of money and the meaning of poverty in the UK. They will consider how different religions react to the issue of poverty and its prevention as well as how a moral individual creates and uses their wealth.</p>		<p>Discuss with your child how you think we can help others around us in the local community as well as the wider country. Questions you could consider or discuss include: "Do we have a duty to help those in distress – or is it their own fault", "Should gambling be allowed", and "Is there ever a</p>



			wrong way to make or spend lots of money”.
<p>Summer 1: Does religion make people inspirational?</p>	<p>In this unit students will consider what makes people inspirational, especially the characteristics and qualities they have, as well as the impact they have on other people, society, and history. Students will also be learning about some famous people in history who could be regarded as inspirational in a religious sense, spiritually and/or politically/socially. People covered in this unit include Gandhi (pictured), Anne Frank, Nelson Mandela, Aung San Suu Kyi and Princess Diana. Some are considered religious and some are considered secular or non-religious.</p>		<p>Discuss with your child who you feel is an inspirational person. Explain to your child why you think this person is an inspiration and encourage your child to consider what qualities make someone inspirational and is religion a part of this.</p>
<p>Summer 2: Is the truth really out there?</p>	<p>In this unit Students will consider the meaning of the term ‘truth’ and whether we can ever find out the ‘truth’ about everything or if perhaps there are different kinds of truth? Areas of controversy we explore include the idea of magic and illusion, the paranormal and those who claim psychic or spiritual abilities. They will understand the</p>		<p>It would be helpful if you could discuss any topic of interest with your child, which you have always struggled to decide on or be sure about. Are there any things you are aware of or have heard about which are hard to explain or understand? Alternatively, you could outline something on which you have a firm belief in which others do not feel as sure about.</p>



	difference between, historical, scientific, and spiritual ideas of the truth.		Topics could include what happens when we die, whether animals can communicate or see things we do not, or even if some people have unexplained powers or abilities which might be hard to explain.
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Your guide to Year 8 Science

Overview of what your child will be learning:

Students are taught in science on a termly rota basis. So, one topic is split over the 2 half terms to make up all 3 sciences taught over each full term.

Term	Key content	Flipped Learning Content your child will need to come prepared to the lesson having researched	Things you can do to support your child to be successful
Autumn 1 Respiration Elements Forces	<p>Students focus on the importance of respiration and begin linking cell structure with function.</p> <p>Students will observe the differences between aerobic and anaerobic respiration.</p> <p>Students will begin researching into the discovery of the periodic table and why it is the structure it is today. within this topic, students will learn about different chemical reactions, making compounds and observe physical and chemical trends</p>	<p>How to test for respiration in organisms. Finding out how we know carbon dioxide is present in a reaction especially in respiration</p> <p>Researching the effects of emphysema of the lungs and its long-term issues.</p> <p>What are semi-conductors? Why is copper a good material for electrical wires?</p> <p>To understand the conservation of mass and calculate examples of mass in reactions.</p>	<ul style="list-style-type: none"> • https://www.bbc.com/bitesize/topics/zvrrd2p • https://www.bbc.com/bitesize/guides/zq349j6/revision/1 • https://www.bbc.com/bitesize/guides/zt2hqv4/revision/1 • https://www.bbc.com/bitesize/clips/zc9n34j
Autumn 2 Respiration Elements Forces	<p>Students will focus on different forces from last year including pressure and drag. Students will begin exploring forces in every day scenarios and then work towards calculating pressure, speed, and velocity.</p>	<p>Calculation of distance, speed, and time.</p> <p>To explain the relationship between thinking time and braking distance in different scenarios.</p>	<ul style="list-style-type: none"> • https://www.bbc.com/bitesize/guides/zssbgk7/revision/1



<p>Spring 1</p> <p>Organisms (Drugs, alcohol, smoking, circulatory system, digestive system, gaseous exchange)</p> <p>Fire safety, oxidation, combustion, thermal decomposition</p>	<p>This topic focuses on different systems within the body and how different chemicals such as drugs and alcohol can affect these systems including non-communicable diseases.</p> <p>Students look at the composition of fire and what is needed in the reaction. This then links to oxidation, combustion, thermal decomposition.</p>	<p>How different people require different amounts of energy.</p> <p>Supersize me documentary and a report on the narrator's findings and whether students would change their eating habits with the evidence in the link.</p> <p>Video Link: https://www.youtube.com/watch?v=S9_23-zjHM</p> <p>Research and a question sheet on carbon monoxide.</p> <p>Evolution of the atmosphere</p>	<ul style="list-style-type: none"> • https://www.bbc.com/bitesize/guides/zy2hvp4/revision/3 • https://www.bbc.com/bitesize/guides/zy2hvp4/revision/2 • https://www.s-cool.co.uk/gcse/biology/heart-and-circulation/revision-it/the-circulatory-system • https://www.youtube.com/watch?v=Kf_IxTS2S8E • https://www.youtube.com/watch?v=JnzwbiJuAA • https://www.bbc.com/bitesize/guides/z9pv34i/revision/1 • https://www.bbc.com/bitesize/topics/zvrrd2p • https://www.bbc.com/bitesize/guides/zqd2mp3/revision/3 • https://www.bbc.com/bitesize/guides/zfqsv9q/revision/1 • https://www.bbc.com/bitesize/guides/zqd2mp3/revision/4
<p>Spring 2</p> <p>Particles</p>	<p>Students build on prior knowledge of the particle model and</p>	<p>To be able to explain why car brake pipes are filled with a liquid and</p>	<p>https://www.bbc.com/bitesize/guides/zgvc4wx/revision/1</p>



	begin using this theory to explore particle behaviour in different densities, liquids, gasses and at different pressures.	why it is dangerous to let air get into the brake pipes. How does depth affect water pressure	
Summer 1 Ecosystems (photosynthesis) Metals and their properties	Students will then explore the structure of a leaf and how the process of photosynthesis works. Students will go into depth on how plants use their systems to take in water and nutrients through, diffusion, osmosis, and transpiration. Students explore different metals and observe the different properties. Students undertake practical sessions observing the reactions between metals and acids, metal carbonates with acids and the reactivity series.	Looking at different leaf structures from your street/park Worksheet to recall the process of photosynthesis and to begin to recall the word equation for photosynthesis How do fertilizers help crop growth but explaining why they can also be harmful to the soil's health? Research into different plant deficiencies and their effect on plant growth. Writing word equations for chemical reactions. What makes metals good at their jobs? Copper in wires, gold as jewellery.	<ul style="list-style-type: none"> • https://www.bbc.com/bitesize/guides/zpwmxnbr/revision/1 • https://www.bbc.com/bitesize/guides/z8c6gdm/revision/8 • https://www.bbc.com/bitesize/guides/zqwmxnbr/revision/1 • https://www.bbc.com/bitesize/guides/z8db7p3/revision/1 • https://www.bbc.com/bitesize/guides/zqwmxnbr/revision/2 • https://www.bbc.com/bitesize/guides/z89jq6f/revision/2
Summer 2 Waves (light) including colours, the camera, lenses, and the eye. Revision	The similarities and differences between light waves and waves in matter The transmission of light through materials: absorption, diffuse scattering, and specular reflection at a surface The transmission of light through materials: absorption, diffuse scattering, and specular reflection at a surface	Explain how a microphone works Find something reflective, something opaque and something luminous around your house and draw a picture of it.	<ul style="list-style-type: none"> • http://www.bbc.co.uk/education/topics/zw982hv • http://www.bbc.co.uk/education/guides/zgr8d2p/revision • http://www.bbc.co.uk/education/guides/zq7thyc/revision • https://www.bbc.com/bitesize/g



	The refraction of light and action of convex lens in focusing (qualitative); the human eye Preparation for summer exams	Speed and sound worksheet. How ear defenders work	https://www.bbc.com/bitesize/articles/zq7thyc/revision/5 <ul style="list-style-type: none">• https://www.bbc.com/bitesize/articles/z7by92p
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Suggested reading & useful online resources to support independent and home learning:

KS3 CGP revision guide

AQA KS3 revision guide

YouTube videos with the topic and KS3. E.g. Sound waves KS3.

Contact Details:

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Overview of what your child will be learning:

Term	Key content	Flipped Learning Content your child will need to come prepared to the lesson having researched	Things you can do to support your child to be successful
Autumn 1	<p>Principles of nutrition; Eat well guide, Dietary needs through life & Diet related health issues, Carbohydrate (starch & sugar) and Protein (Eggs)</p> <p>Food waste & seasonality</p> <p>Practical & Skills: Principles of food safety & hygiene</p> <p>Protein (meat dish)</p> <p>Cake</p> <p>Creaming method)</p> <p>Cake (Whisking method)</p> <p>Pastry (Rubbing-in method)</p>	<p>Students will need to check their dodde account for relevant videos before completing food practical's.</p> <p>Reading relevant recipes and information before the subsequent lesson.</p> <p>Complete homework before the subsequent lesson.</p>	<p>Encourage your child to cook and prepare meals at home, as well as wash up, in preparation for food practical's.</p> <p>Encourage your child to complete flipped learning and all homework.</p> <p>Watch television food programmes as a family.</p> <p>Visit these websites: https://www.foodafac.toflife.org.uk/ https://www.grainchain.com/ https://www.bbc.co.uk/bitesize https://kahoot.com/</p>
Autumn 2	<p>Protein (Meat & Fish), Special dietary needs, Fats, Carbohydrate (starch & sugar) and Protein (Eggs)</p> <p>Vitamins & Minerals (mostly vitamins)</p> <p>Multicultural meals</p> <p>Science investigation (NEA 1) / Enzymatic browning</p> <p>Demonstration of meat.</p> <p>Practical & Skills:</p> <p>Professional knife skills- julienne, baton</p> <p>Protein (Meat dish)</p>	<p>Students will need to check their dodde account for relevant videos before completing food practical's.</p> <p>Reading relevant recipes and information before the subsequent lesson.</p> <p>Complete homework before the subsequent lesson.</p>	<p>Encourage your child to cook and prepare meals at home, as well as wash up, in preparation for food practical's.</p> <p>Encourage your child to complete flipped learning and all homework.</p> <p>Watch television food programmes as a family.</p> <p>Visit these websites: https://www.foodafac.toflife.org.uk/ https://www.grainchain.com/</p>



	<p>Carbohydrate & Protein dish Fats dish Multicultural meals (NEA 2) Carbohydrate (starch dish) Science investigation (NEA 1)</p>		<p>https://www.bbc.co.uk/bitesize https://kahoot.com/</p>
Spring 1	<p>Principles of nutrition; Eat well guide, Dietary needs through life & Diet related health issues, Carbohydrate (starch & sugar) and Protein (Eggs) Food waste & seasonality Practical & Skills: Principles of food safety & hygiene Protein (meat dish) Cake Creaming method) Cake (Whisking method) Pastry (Rubbing-in method)</p>	<p>Students will need to check their doddle account for relevant videos before completing food practical's. Reading relevant recipes and information before the subsequent lesson. Complete homework before the subsequent lesson.</p>	<p>Encourage your child to cook and prepare meals at home, as well as wash up, in preparation for food practical's. Encourage your child to complete flipped learning and all homework. Watch television food programmes as a family. Visit these websites: https://www.foodafac.toflife.org.uk/ https://www.grainchain.com/ https://www.bbc.co.uk/bitesize https://kahoot.com/</p>
Spring 2	<p>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. Practical & Skills: Professional knife skills- julienne, baton Protein (Meat dish) Carbohydrate & Protein dish Fats dish</p>	<p>Students will need to check their doddle account for relevant videos before completing food practical's. Reading relevant recipes and information before the subsequent lesson. Complete homework before the subsequent lesson.</p>	<p>Encourage your child to cook and prepare meals at home, as well as wash up, in preparation for food practical's. Encourage your child to complete flipped learning and all homework. Watch television food programmes as a family. Visit these websites: https://www.foodafac.toflife.org.uk/ https://www.grainchain.com/ https://www.bbc.co.uk/bitesize</p>



	<p>Multicultural meals (NEA 2)</p> <p>Carbohydrate (starch dish)</p> <p>Science investigation (NEA 1)</p>		<p>https://kahoot.com/</p>
<p>Summer 1</p>	<p>Principles of nutrition; Eat well guide, Dietary needs through life & Diet related health issues, Carbohydrate (starch & sugar) and Protein (Eggs)</p> <p>Food waste & seasonality</p> <p>Practical & Skills: Principles of food safety & hygiene</p> <p>Protein (meat dish)</p> <p>Cake</p> <p>Creaming method)</p> <p>Cake (Whisking method)</p> <p>Pastry (Rubbing-in method)</p>	<p>Students will need to check their dodde account for relevant videos before completing food practical's.</p> <p>Reading relevant recipes and information before the subsequent lesson.</p> <p>Complete homework before the subsequent lesson.</p>	<p>Encourage your child to cook and prepare meals at home, as well as wash up, in preparation for food practical's.</p> <p>Encourage your child to complete flipped learning and all homework.</p> <p>Watch television food programmes as a family.</p> <p>Visit these websites:</p> <p>https://www.foodafac.toflife.org.uk/</p> <p>https://www.grainchain.com/</p> <p>https://www.bbc.co.uk/bitesize</p> <p>https://kahoot.com/</p>
<p>Summer 2</p>	<p>Protein (Meat & Fish), Special dietary needs, Fats, Carbohydrate (starch & sugar) and Protein (Eggs)</p> <p>Vitamins & Minerals (mostly vitamins)</p> <p>Multicultural meals</p> <p>Science investigation (NEA 1) / Enzymatic browning</p> <p>Demonstration of meat.</p> <p>Practical & Skills: Professional knife skills- julienne, baton</p> <p>Protein (Meat dish)</p> <p>Carbohydrate & Protein dish</p>	<p>Students will need to check their dodde account for relevant videos before completing food practical's.</p> <p>Reading relevant recipes and information before the subsequent lesson.</p> <p>Complete homework before the subsequent lesson.</p>	<p>Encourage your child to cook and prepare meals at home, as well as wash up, in preparation for food practical's.</p> <p>Encourage your child to complete flipped learning and all homework.</p> <p>Watch television food programmes as a family.</p> <p>Visit these websites:</p> <p>https://www.foodafac.toflife.org.uk/</p> <p>https://www.grainchain.com/</p>



	Fats dish Multicultural meals (NEA 2) Carbohydrate (starch dish) Science investigation (NEA 1)		https://www.bbc.co.uk/bitesize https://kahoot.com/
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Suggested reading & useful online resources to support independent and home learning:

Contact Details:

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Your guide to Year 8 Technology - Product Design

Overview of what your child will be learning:

Students will have 2 Product Design lesson over 2 weeks and will be given a homework every other lesson. They will be taught a different D&T every 12/13 week on a carousel system. In product design students will be learning about late 20th C design movements and designing in the style of their chosen design style. They will learn about the properties of materials and use CAD and CAM as well as thermoforming tools and equipment to produce a Plastic product.

Term	Key content	Flipped Learning Content your child will need to come prepared to the lesson having researched	Things you can do to support your child to be successful
1 st Half term	<ul style="list-style-type: none"> • Design movements late 20thC. • Material properties thermo & thermosetting plastics. • 6R's of sustainability • Writing a design spec • analysing design • modelling and evaluating 	<p>Carrying on from the early 20th C design movements introduced in year 7 this year students should familiarise themselves with late 20th C design movements and designers including Philippe Starck, Ettore Sottsass & Memphis design and Alessi.</p> <p>Students should be informed about Plastics and the environment and read articles on how we are combating these issues and producing biodegradable plastics and eradicating single use plastics.</p>	<p>Look at the design movements and designers your child has been introduced to and ask them to explain what they like or dislike.</p> <p>Discuss issues including sustainability - there are so many programs, and articles which address the issue with plastics and out throw away society.</p>



2 nd Half term	<ul style="list-style-type: none">• Working drawings - Nets on CAD & CAM• Final Design presentation• Working with plastics and thermoforming using strip heaters and vac forming.• Final evaluation and modifications	Students can research and practice different presentations and communication of design ideas. This should include quick sketches, 3D drawings, working drawings, CAD drawings and final presentations. See the links below.	The students will use the techsoft 2D design program to produce their working drawings, if possible its advantages if they can download a demo - this for free at home but please note they cannot save, print or send anything from this free download it is purely to practice on. Google sketch up is another free to download program which you can save work from and would benefit your child's communication of design ideas in product design
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Suggested reading & useful online resources to support independent and home learning:

<https://www.techsoft.co.uk/Products/Software/2DDesV2Demo>

<https://www.sketchup.com/plans-and-pricing/sketchup-free>

https://www.youtube.com/results?search_query=sketch+a+day

Contact Details:

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Your guide to Year 8 Technology - Textiles

Assessment criteria

Students can use their project planners and assessment trackers in order to make progress towards their aspirational targets. Students will have 1 Textiles lesson per fortnight.

Expectations		
Students should check the school website to access the student project planners to find out the lesson & home learning targets each week.		
Topic title and unit	What students will be learning	How you can specifically help your child
Skills project	<p>Students to choose a design problem:</p> <p>Primary schools: How can products be used to teach children in reception or infants about different cultures?</p> <p>How can products be used to make playtime in the primary school playground more interactive and fun?</p> <ul style="list-style-type: none"> • Mind map as pairs & feedback to group <ol style="list-style-type: none"> 1. Choose a client & profile them 2. Choose a product from selection provided and complete analysis 3. Narrow down your design options • What is a design brief? • Write a brief/ specification • Sketch 4 different ideas & annotate • Sketch out final idea and begin planning how it could be made/ 	<p>Students could practice threading up needles at home which will speed up the progress they make in lesson time.</p> <p>Flipped learning tasks may be given in lessons to help these may include watching tutorials on YouTube.</p> <p>Students may need access to a variety of drawing equipment including pencils and paper</p> <p>Students could be encouraged to keep a range of recycled materials to model with</p>



	<p>what it will be made from/ what resources would be required</p> <ul style="list-style-type: none"> • Students can begin making their models from recycled materials provided • Students to be making models or pieces • Main evaluation • Compare my product against my design brief • Compare my product against a commercial product • Suggest ways to improve my product • Students to fully evaluate their products. 	
<p>Research projects (homework)</p>	<p>Design a garment inspired by:</p> <p>Vivienne Westwood Zaha Hadid Joe Casely- Hayford Alessi Heatherwick studios</p> <p>List as many textile products in your home that you can find and name the fibres/ fabrics they are made from.</p> <p>Research at least one of these fibres/ fabrics & present.</p> <p>Print out or sketch a template of your favourite trainer/shoe style & personalise it to design your ultimate pair that represents you. Fully label explaining your design and write a short piece detailing how it reflects your personality.</p>	<p>Taking them to the library to investigate the relevant topic.</p> <p>There is some excellent information on the V&A museum website</p>

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