



Goffs Academy

Year 8

**How to Support Your
Child with Learning**

2021-22



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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.

Anne-Marie Crabb and Ben Spaul, Directors of Learning: Year 8
Sophie Enstone, 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 Adventure	<p>Students will look at Roald Dahl's work alongside myths. Students will complete in-depth analysis of theme, character and language. Students will have several opportunities to practice descriptive writing skills using the short stories as stimulus.</p> <p>This half term we will specifically be focussing on how narratives are structured in order to engage the reader. We will also be using of vocabulary booklets to help develop a sophisticated repertoire of vocabulary.</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 your child by listening to them read every night for 30 minutes in order to help them build their vocabulary, as well as researching the works of Roald Dahl and myths</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 their confidence with creative writing.</p>
Autumn 2 Adventure	<p>Students will look at Roald Dahl's work alongside myths. Students will complete in-depth analysis of theme, character and language. Students will have several opportunities to complete PETAL or WHAT, HOW and</p>	<p>Create a revision Power Point on how to analyse an extract/text, using your research skills.</p>	<p>You can help your child by listening to them read every night for 30 minutes in order to help them build their vocabulary, as well as researching the works of Roald Dahl and myths.</p> <p>You can also help by testing them on their spelling words and</p>



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
	<p>WHY paragraphs.</p> <p>Students will be encouraged to explore alternative viewpoints; analyse language and structure; support interpretations with quotations and summarise events and quotes.</p>		<p>checking they have used a variety of sentences in their homework.</p> <p>In addition, encourage your child to talk about the books they are reading: make predictions, infer about character, setting and plot, consider alternative endings and consider vocabulary choices used by the writer.</p>
<p>Spring 1</p> <p>Religion and Prejudice</p>	<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.</p> <p>Students will be taught how to analyse: character, theme, setting, structural devices and language. Students will pay particular attention to character soliloquys as they will use these as stimulus for their own in role soliloquy.</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 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.</p> <p>In addition, you can listen to your child's soliloquy and help them to make sure they are able to speak for around 3 minutes for this task.</p>
<p>Spring 2</p> <p>Religion and Prejudice</p>	<p>Students will learn focus on analysing extracts from the set text 'The Merchant of Venice'. Students will be taught how to analyse: character,</p>	<p>Use your research skills to complete a fact file on Anti-Semitism.</p>	<p>You can encourage your child to independently research William Shakespeare. Useful website: http://www.shakespeare.org.uk/home.html</p>



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
	<p>theme, setting, structural devices and language. Students will also be expected to include historical context learnt from the previous half term in their analysis of the play.</p> <p>Students will complete in-depth analysis of theme, character and language. Students will have several opportunities to complete PETAL or WHAT, HOW and WHY paragraphs.</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>In addition, encourage your child to talk about the books they are reading: make predictions, infer about character, setting and plot, consider alternative endings and consider vocabulary choices used by the writer.</p>
<p>Summer 1</p> <p>Conflict</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.</p> <p>Students will use the poetry they have studied as stimulus for a creative piece of writing.</p>	<p>Create a revision Power Point on how to approach a poem, using your research skills.</p>	<p>You can support your child by exploring these poems on BBC Bitesize to get in-depth knowledge about the content and themes and YouTube to help visualise meaning.</p>
<p>Summer 2</p> <p>Conflict</p>	<p>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</p>	<p>Revise by creating a range of MAPSO sentences based on an image of your choice. Consider the mood you want to create. Review your learning for the year by using your school</p>	<p>Please encourage your child to read for a minimum of 30 minutes each night and consistently fill out their vocabulary books with new-found words and.</p> <p>You can also help by</p>



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
	key formulas, reading over WAGOLL and working alongside the marking criteria.	book and recapping learning.	testing them on their spelling words and checking they have used a variety of sentences in their homework

Suggested reading and 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: Miss N Stewart, 2i/c English, KS3 Coordinator nst@goffs.herts.sch.uk



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>	<u>Flipped Learning topics:</u> The numbers below represent 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	SET 1	<u>NUMBER</u> Negative numbers Estimation and rounding Multiplication and division Fractions FDP Percentages Primes, Factors and Multiples	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
	SET 2	<u>NUMBER</u> Multiplication and division Estimation and rounding Negative numbers Fractions FDP Percentages Primes Factors	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
	SET 3	<u>NUMBER</u> Multiplication and division Estimation and rounding Negative numbers Fractions FDP Percentages	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
	SET 4and5	<u>NUMBER</u> Multiplication and division Estimation and rounding Negative numbers Fractions FDP	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



<u>Term</u>	<u>Set</u>	<u>Key content (In order)</u>	Flipped Learning topics: The numbers below represent 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.
		Percentages	
AUTUMN TERM HT2	SET 1	NUMBER Laws of indices Standard form Surds RATIO AND PROPORTION Ratio Proportion	Clip 104-110 Clip 122-128 Clip 111,113-118 Clip 329-334 Clip 343,346
	SET 2	NUMBER Surds Standard form RATIO AND PROPORTION Ratio Proportion	Clip 111,115 Clip 105,106,122,123,125,126,128 Clip 329-334 Clip 739,740,741
	SET 3	NUMBER BODMAS and Laws of Indices RATIO AND PROPORTION Ratio Proportion	Clip 24,44,102,105,106,120,150 Clip 329-337 Clip 739,740,741
	SET 4 and 5	NUMBER BODMAS Primes, Factors and Multiples RATIO AND PROPORTION Ratio Proportion	Clip 23,44,102 Clip 31,34 Clip 328,329,330,739 Clip 739,740
SPRING TERM HT3	SET 1	ALGEBRA Straight line graphs Other Graphs Simplifying expressions, expanding and factorising Rearranging formulae Solving Equations and simultaneous	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



<u>Term</u>	<u>Set</u>	<u>Key content (In order)</u>	Flipped Learning topics: The numbers below represent 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.
		equations Inequalities	
	SET 2	ALGEBRA Simplifying expressions Substituting into formulae Solving Equations Straight line graphs Inequalities	Clip 160,161,168,169 Clip 278 Clip 178,183-186 Clip 205,207,208 Clip 265,266,269,270
	SET 3	ALGEBRA Simplifying expressions Solving Equations Straight line graphs Inequalities	Clip 156,157,160,161,168 Clip 178,183,184,185 Clip 199,205,206 Clip 265,266,269,270
	SET 4 and 5	ALGEBRA Simplifying expressions Substituting into formulae Solving Equations Coordinates and straight line graphs Sequences	Clip 156,157,160,161,168 Clip 780,781,782 Clip 178,179,180 Clip 199,205 Clip 197,198
SPRING TERM HT4	SET 1	<u>SHAPE, SPACE and MEASURE</u> Circles Volume Angle properties and angles in parallel lines Pythagoras and Trigonometry	Clip 320,536,537,541-547 Clip 570,571 Clip 488-491 Clip 498,499,509,510,511,512
	SET 2	<u>SHAPE, SPACE and MEASURE</u> Area and Perimeter Circles Volume of Prisms Geometric Reasoning Angles in polygons Pythagoras Theorem	Clip 555 Clip 320,534,539 Clip 568, 570 Clip 478, 479, 480, 485, 488, 489 Clip 561-564, 822 Clip 498,499



<u>Term</u>	<u>Set</u>	<u>Key content (In order)</u>	Flipped Learning topics: The numbers below represent 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.
	SET 3	<u>SHAPE, SPACE and MEASURE</u> Area and perimeter Circles Volume Geometric Reasoning Angles in Polygons Parallel lines	Clip 556,557,559 Clip 320,534,539 Clip 568, 570 Clip 478, 479, 480, 485, 488, 489 Clip 822, 561, 562, 563, 564 Clip 481,482,483
	SET 4 and 5	<u>SHAPE, SPACE and MEASURE</u> Area and perimeter 3d shapes and surface area Angle properties Transformations	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
SUMMER TERM 1 (HT5)	SET 1	<u>PROBABILITY AND STATISTICS</u> Probability tree diagrams Averages Averages from tables Stem and leaf diagrams Box plots Frequency Polygons Product Rule for Counting	Clip 361-365 Clip 419,420,421 Clip 402,403,414-418 Clip 430-433 Clip 434,436 Clip 441 Clip 671, 672, 673
	SET 2	<u>PROBABILITY AND STATISTICS</u> Probability tree diagrams Two Way Tables Averages Averages from tables Frequency Polygons Stem and leaf diagrams Box Plots	Clip 361,364 Clip 422, 423, 424 Clip 419,420 Clip 402,403,414-418 Clip 441 Clip 430,431 Clip 434
	SET 3	<u>PROBABILITY AND STATISTICS</u>	Clip 351,352



<u>Term</u>	<u>Set</u>	<u>Key content (In order)</u>	Flipped Learning topics: The numbers below represent 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.
		Probability questions Frequency Trees Probability tree diagrams Tables and averages from tables Charts and graphs Scatter graphs Stem and leaf diagrams	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 and 5	<u>PROBABILITY AND STATISTICS</u> Probability questions Frequency Trees Outcomes Tables and averages from tables Charts and graphs Two Way Tables Pie Charts	Clip 349, 350, 351,352, 353 Clip 368,369 Clip 359 Clip 401,415,419,420,421 Clip 425 Clip 422, 423, 424 Clip 427, 428
SUMMER TERM 2 (HT6)	SET 1-5	Revision and End of Year Test Financial Maths	Use Hegarty maths to revise all topics covered throughout the year

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

Suggested reading: Collins KS3 Maths Frameworking Pupil Book 2.1 (for sets 4and5)
Collins KS3 Maths Frameworking Pupil Book 2.2 (for sets 3)
Collins KS3 Maths Frameworking Pupil Book 2.3 (for sets 1and2)

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>

Contact details: Mr C Melvin, KS3 Mathematics Coordinator cme@goffs.herts.sch.uk



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>Our theme: Natural Forms</p> <p>Throughout this half term your child will be responding to the theme of natural forms with their teacher. Their teacher will make decisions about which artists they will be looking at. During the year all Year 8 students will explore 3D and the printmaking process, 'drypoint intaglio'.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Create and record research • Look at artists and analyse their work • Learn how to develop their own ideas • Experiment with materials, techniques and processes • Learn how to annotate their work • Create outcomes 	<p>Your child's teacher will provide specifics for your child, via Doodle.</p> <p>There are some useful links at the bottom of this page to widen knowledge.</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> <p>Nature walks: look at structure of trees, plants, fungus, river walks, birds Take photographs The Endeavour Collections Gallery (nhm.ac.uk) look at botanical illustration at the NHM</p>
Autumn 2	<p>Our theme: Natural Forms</p> <p>Throughout this half term your child will be responding to the theme of natural forms with their teacher. Their teacher will make decisions about which artists they will be looking at. During the year all Year 8 students will explore 3D and the printmaking process, 'drypoint intaglio'.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Create and record research • Look at artists and analyse their work 	<p>Your child's teacher will provide specifics for your child, via Doodle.</p> <p>There are some useful links at the bottom of this page to widen knowledge.</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> <p>Nature walks: look at structure of trees, plants, fungus, river walks, birds Take photographs The Endeavour Collections Gallery (nhm.ac.uk) look at botanical illustration at the NHM</p>



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
	<ul style="list-style-type: none"> • Learn how to develop their own ideas • Experiment with materials, techniques and processes • Learn how to annotate their work • Create outcomes 		
Spring 1	<p>Our theme: Animals</p> <p>Throughout this half term your child will be responding to the theme of animals with their teacher. Their teacher will make decisions about which artists they will be looking at. During the year all Year 8 students will explore 3D and the printmaking process, 'drypoint intaglio'.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Create and record research • Look at artists and analyse their work • Learn how to develop their own ideas • Experiment with materials, techniques and processes • Learn how to annotate their work • Create outcomes 	<p>Your child's teacher will provide specifics for your child, via Doodle.</p> <p>There are some useful links at the bottom of this page to widen knowledge.</p>	<p>Supporting son/daughter with photographic homework task; 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> <p>Visit Natural History Museum (London or Tring) or Zoo - look at Darwin's evolution; dinosaurs Visit Natural History Museum (nhm.ac.uk)</p>
Spring 2	<p>Our theme: Animals</p> <p>Throughout this half term your child will be responding to the theme of animals with their teacher. Their teacher will make decisions about which artists they will be looking at. During the year all Year 8 students will explore 3D and the printmaking process, 'drypoint intaglio'.</p>	<p>Your child's teacher will provide specifics for your child, via Doodle.</p> <p>There are some useful links at the bottom of this page to widen knowledge.</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> <p>Visit Natural History Museum (London or Tring)</p>



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
	<p>Students will:</p> <ul style="list-style-type: none"> • Create and record research • Look at artists and analyse their work • Learn how to develop their own ideas • Experiment with materials, techniques and processes • Learn how to annotate their work • Create outcomes 		<p>or Zoo - look at Darwin's evolution; dinosaurs Visit Natural History Museum (nhm.ac.uk)</p>
Summer 1	<p>Our theme: Pattern</p> <p>Throughout this half term your child will be responding to the theme of pattern with their teacher. Their teacher will make decisions about which artists they will be looking at. During the year all Year 8 students will explore 3D and the printmaking process, 'drypoint intaglio'.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Create and record research • Look at artists and analyse their work • Learn how to develop their own ideas • Experiment with materials, techniques and processes • Learn how to annotate their work • Create outcomes 	<p>Your child's teacher will provide specifics for your child, via Doodle.</p> <p>There are some useful links at the bottom of this page to widen knowledge.</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> <p>Visit the Victoria and Albert Museum – there is a wealth of resources at the V and A: ceramics, fashion, furniture to name but a few. Pattern is a huge part of the world – explore this theme with your child. V&A · Plan Your Visit (vam.ac.uk)</p>
Summer 2	<p>Our theme: Pattern</p> <p>Throughout this half term your child will be responding to the theme of pattern with their teacher. Their teacher will make decisions about which artists they will be looking at. During the year all</p>	<p>Your child's teacher will provide specifics for your child, via Doodle.</p> <p>There are some useful links at the bottom of this page to widen knowledge.</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>



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
	<p>Year 8 students will explore 3D and the printmaking process, 'drypoint intaglio'.</p> <p>Students will:</p> <ul style="list-style-type: none">• Create and record research• Look at artists and analyse their work• Learn how to develop their own ideas• Experiment with materials, techniques and processes• Learn how to annotate their work• Create outcomes		<p>Over the Summer Holidays visit and Art Gallery and look at artwork first hand.</p> <p>Visit the Victoria and Albert Museum – there is a wealth of resources at the V and A: ceramics, fashion, furniture to name but a few. Pattern is a huge part of the world – explore this theme with your child.</p> <p>V&A · Plan Your Visit (vam.ac.uk)</p>

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

Art terms/glossary <https://www.tate.org.uk/art/art-terms>

BBC One - Fake or Fortune? BBC's show with Fiona Bruce and Art expert, Philip Mould. Trying to prove if these pieces of art are real: demonstrates investigations using research and science.

Belinda del Pesco: excellent You Tube channel of how to create different printmaking pieces; [\(288\)](#)
Belinda Del Pesco - YouTube

BBC iPlayer - Dynasties David Attenborough series looking at Our Planet and the animals that live there

BBC Two - Springwatch Our theme of animals coincides with the BBC's Springwatch, hosted by Chris Packham. A must watch.

Contact details: Miss T Brown, Head of Art tbr@goffs.herts.sch.uk



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 you 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 language called Python. This is linked with the previous unit on Microbit and will help consolidate as well as further develop their programming skills.	Look at how programming is all around us and is used to help us in our everyday life such as the electronic signs in bus stops. Research key terms such as algorithm, abstraction, and loops.	Ask your child to do some coding using this website online: https://repl.it/languages/python 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



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
			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 goal 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 and 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: Mrs H Nessa, Head of ICT hne@goffs.herts.sch.uk



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	Commedia Dell arte Exploring stock characters. Understanding the origins of the style Creating comedy for an audience	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. Encourage your child to attend extracurricular Drama.
Autumn 2	Romeo and Juliet Modernising Shakespeare's play Interpreting key themes Working as an ensemble	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. Encourage your child to attend extracurricular Drama.
Spring 1	Stabbing at the Disco Creating mood and atmosphere Use of split scene and crosscutting Using real life issues as a stimulus	Pupils will be using hot-seating to explore a narrative. They may wish to research this rehearsal technique at the start of the topic.	Encourage your child to attend extracurricular Drama.
Spring 2	Arson About Exploring opposing play extracts Understanding and recognising the two main styles of theatre- non-naturalistic and naturalistic Considering a playwright's intentions	Understanding the styles of theatre- Naturalistic and Non-Naturalistic.	Encourage your child to attend extracurricular Drama.
Summer 1	Mask Work Understanding the importance of physical work Using Trestle Masks Using Neutral Masks	Discover why masks are helpful in theatre and performances.	Research Trestle Theatre company. Encourage your child to attend extracurricular Drama.



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
Summer 2	Warden X Whole class improvisations T.I.R and S.I.R Creating a motive Use of props/set	Research in to what it is like to be in a young offenders institute to give understanding to characterisation.	Encourage your child to attend extracurricular Drama.

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

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

Contact details: Miss E Myers emy@goffs.herts.sch.uk



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/bit%2Fesize%2Fks3%2Fgeography%2Fspaces%2Fcrime%2Frevision%2F	Discussion: Pupils can use police.co.uk to find out about 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 Climate Change – How is our Earth changing?	Students will learn about how the Earth's 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.	Students can watch the following video which shows some of the reasons why climate change is happening: https://www.youtube.com/watch?v=RHRFBOUI6-8&safe=active There is also extra information about what changes are happening and what impact they are	Discussion: 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?



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
		having on bitesize: http://www.bbc.co.uk/bitesize/ks3/science/environment_earth_universe/changes_in_environment/revision/6/	
Spring 2 Uneven world – Sustainable Development Goals: Distant dream or Realistic Reality?	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.	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: <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 	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?
Summer 1 China – Is China the next Superpower?	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, 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.	Encourage pupils to find out about the One Child Policy. Could research where China ranks in the world for wealth, manufacturing population, and land area. 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	Discussion: What tourist attractions are there in China? Why would China be classed as a superpower? What other countries might be classed as super powers? What might China be like in 50 years time?



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
Summer 2 Global issues – What is the future of geography?	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.	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.	Discussion: What is the most severe global issue? What can be done about global issue?

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Jfl@goffs.herts.sch.uk / KCr@goffs.herts.sch.uk



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 life like 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. http://www.history.com/topics/black-history/slavery 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>How significant was the Black Power Movement in improving Civil Rights? How equal are African Americans today? Why is the Black Lives Matter movement necessary?</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 regards to this topic. https://www.bbc.com/bitesize/guides/zcpcwmn/revision/1</p> <p>Visiting Abroad: https://www.civilrightsuseum.org/ (America)</p> <p><u>Documentaries</u> Emmett Till The Origins of the Ku Klux Klan The Conspiracy on Killing Martin Luther King</p> <p><u>Movies:</u> Malcolm X Black Klansman (watch with your discretion)</p>



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
Spring 1	<p>Jack The Ripper:</p> <p>What was it like to be a Victorian East ender? Who were Jack's victims? What did Jack look like? What was Jack's personality like? Were the police to blame for Jack evading capture? Who was Jack? How did Jack change the East-End for the better?</p>		<p>There are a large amount 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.com/London_Walks_Home/Jack_the_Ripper_Tour/default.aspx</p>
Spring 2	<p>British Politics:</p> <p>How does Parliament work? Where does our Parliament come from? 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>How will England be ruled if there isn't a King? Following on from your classwork on the execution of Charles I, your homework is to 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>Recommended reading: Bitesize guide on the UK Government through time: https://www.bbc.co.uk/bitesize/guides/zbtg87h/revision/1</p> <p>The History of Parliament website guide aimed at KS3 students: https://www.historyofparliamentonline.org/schools/ks3/introduction</p> <p>Get to know your UK Parliament and how it works PDF: https://assets-learning.parliament.uk/uploads/2019/12/KS3-Booklet-Get-to-know-</p>



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
			<p>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</p> <p>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>
Summer 1	<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 •Third Wave Feminism</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</p> <p>Article from Refinery 29 UK, from May 2018 about lack of female 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>Visit the London Museum for facts about the Suffragettes: https://www.museumoflondon.org.uk/discover/suffragettes London Walks- https://londontownwalks.com/our-walks-and-pricing/suffragettes-walk/ BBC Bitesize, YouTube and the Suffragette movie.</p>
Summer 2	<p>What are the key features of the Holocaust? Who were the victims, heroes and perpetrators of the Holocaust?</p>	<p>Reading an extract from Anne Frank's diary and then to consider the following questions: What challenges did</p>	<p>Your child would have read 'The Boy in the Striped Pyjamas' as part of their English course so encourage them to re-</p>



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
	<p>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>Jews in hiding face? How is Anne an inspirational character?</p> <p>Researching an example of a Holocaust memorial</p>	<p>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 and useful online resources to support independent and home learning:

Autumn term 1 and 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

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Miss A Ciccarelli aci@goffs.herts.sch.uk



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 School	<ul style="list-style-type: none"> Telling the time School subjects School uniform 	Research and practice vocabulary on: <ul style="list-style-type: none"> School subjects https://quizlet.com/284189/french-school-subjects-flash-cards/	www.languagenut.co.uk Vocab trainer; Vocab by topic; School; School subjects
Autumn 2 Where I live	<ul style="list-style-type: none"> Where I live Weather Daily routine 	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)
Spring 1 Sports and Healthy Living	<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 Food	<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
Summer 1 Holidays	<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 Revision and Exams	<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.

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

www.bbc.co.uk/bitesize/subjects/zgdqxn KS3 French BBC Bitesize www.studystack.com

Contact details: Mrs A Theodorou, 2 I/C MFL ath@goffs.herts.sch.uk



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 School	<ul style="list-style-type: none"> • School subjects • Describing your school • Talking about break time 	Research and practice vocabulary on: <ul style="list-style-type: none"> • School subjects https://quizlet.com/gb/383023842/spanish-school-subjects-flash-cards/	www.languagenut.co.uk Vocab trainer; Vocab by topic; School; School subjects
Autumn 2 My Town	<ul style="list-style-type: none"> • Describing your town or village • Telling the time • Ordering in a café 	Research and practice vocabulary on: <ul style="list-style-type: none"> • Places in town https://quizlet.com/co/416160993/places-in-town-flash-cards/	www.languagenut.co.uk Vocab trainer; Vocab by topic; Where I live; Places in town
Spring 1 What shall we do?	<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 Food	<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
Summer 1 My Holidays	<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 2 Revision and Exams	<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 and useful online resources to support independent and home learning:

<https://www.bbc.co.uk/bitesize/subjects/zfckjxs> KS3 Spanish BBC Bitesize www.studystack.com

Contact details: Mrs A Theodorou, 2 I/C MFL ath@goffs.herts.sch.uk



Your Guide to Year 8 Music

Overview of what your child will be learning:

Term	Key content	Flipped Learning topics
Autumn HT 1	<p><u>MELODY AND CHORDS (Every Breath You Take)</u> Keyboard Skills. 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 HT 2	<p><u>REMIX (Every Breath You Take) – Keyboard and compositional Skills.</u> 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 HT 1 Spring HT 2	<p><u>RHYTHMS OF THE WORLD - DJEMBE DRUMS</u> 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> 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 or Music as a personal choice subject 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 and useful online resources to support independent and home learning:

Link to free online piano/keyboard [Virtual Piano - Online Piano Keyboard | OnlinePianist](#)

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

Contact Details: Mr N Taken, Head of Music nta@goffs.herts.sch.uk



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 30/8 – WB 4/10	Girls – 8e/w1 Netball 8e/w2 Fitness Boys – 8e/w1 Football 8e/w2 Dodgeball	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. Netball is outside on the courts and additional clothing may be advisable. Football will be on the astro where astro trainers or moulded boots are required.
WB 11/10 – WB 22/11	Girls – 8e/w1 Fitness 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 29/11 – WB 3/1	Girls – 8e/w1 Dance 8e/w2 Non Traditional	N/A	Please encourage your child to attend the after-school activity for the



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
	Boys – 8e/w1 Handball 8e/w2 Fitness		<p>sport they are covering in this unit.</p> <p>Handball will be on the astro where astro trainers or moulded boots are required.</p> <p>Additional clothing on the uniform policy is advised in cold conditions.</p>
WB 10/1 – WB 31/1	Girls – 8e/w1 Non traditional 8e/w2 Dance Boys – 8e/w1 Fitness 8e/w2 Handball	N/A	<p>Please encourage your child to attend the after-school activity for the sport they are covering in this unit.</p> <p>Handball is on the astro where astro trainers or moulded boots are required.</p> <p>Additional clothing on the uniform policy is advised in cold conditions.</p>
WB 7/2 – WB 7/3	Girls – 8e/w1 Sports Education 8e/w2 Sports Education Boys – 8e/w1 Sports Education 8e/w2 Sports Education	N/A	<p>Please encourage your child to attend the after-school activity for the sport they are covering in this unit.</p> <p>Sports Education (Girls) is outside on the courts and additional clothing may be advisable.</p> <p>Sports Education (Boys) is on the astro where astro trainers or moulded boots are required.</p> <p>Additional clothing on the uniform policy is advised in cold conditions.</p>



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 14/3 – WB 18/4	Girls – 8e/w1 Football 8e/w2 Trampolining/Gym Boys – 8e/w1 Table Tennis 8e/w2 Touch Rugby	N/A	<p>Please encourage your child to attend the after-school activity for the sport they are covering in this unit.</p> <p>Football will be on the astro where astro trainers or moulded boots are required.</p> <p>Rugby is on the field, please wear boots. A gum shield is not necessary.</p> <p>Additional clothing on the uniform policy is advised in cold conditions.</p>
WB 25/4 – WB 16/5	Girls – 8e/w1 Athletics 8e/w2 Rounders Boys – 8e/w1 Athletics 8e/w2 Danish Long Ball	N/A	<p>Please encourage your child to attend the after-school activity for the sport they are covering in this unit.</p> <p>Danish Long Ball will be on the astro where astro trainers or moulded boots are advised.</p> <p>Additional clothing on the uniform policy is advised in cold conditions.</p>
WB 17/5 – WB 14/6	Girls – 8e/w1 Rounders 8e/w2 Athletics Boys – 8e/w1 Cricket 8e/w2 Athletics	N/A	<p>Please encourage your child to attend the after-school activity for the sport they are covering in this unit.</p>
WB 25/6 – WB 16/7	Girls – 8e/w1 Tennis 8e/w2 OAA/Problem Solving	N/A	<p>Please encourage your child to attend the after-school activity for the sport they are covering in this unit.</p>



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
	Boys – 8e/w1 Rounders 8e/w2 Rounders		

Contact Details: Mr R Ashdown, Head of PE ras@goffs.herts.sch.uk



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 doesn't matter how people behave and exploring why religions believe it does matter how you behave and why they believe this. Actions 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.		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.
Spring 1: Is Prejudice and Discrimination Alive and Kicking?	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 included how		Discuss what prejudice or discrimination you have experienced or witnessed and the negative effect this has on society.

	<p>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>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 it's 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 wrong way to make or spend lots of money".</p>
<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 a 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'</p>		<p>It would be helpful if you could discuss any topic of interest with your child, which you have always</p>



	<p>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 difference between, historical, scientific and spiritual ideas of the truth.</p>	<p>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 don't feel as sure about. Topics could include what happens when we die, whether animals can communicate or see things we don't, or even if some people have unexplained powers or abilities which might be hard to explain.</p>
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Your guide to Year 8 Science

Assessment will include:

- Module exam for each topic
- Termly assessments to check prior knowledge
- Assessment for learning tasks for topics
- End of year exam covering all topics

	Topic	What students will be learning	How you can specifically help your child
Term 1	Atoms and elements (compounds, trends)	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.	<ul style="list-style-type: none"> • https://www.bbc.com/bitesize/guides/zt2hqv4/revision/1 • https://www.bbc.com/bitesize/clips/zc9n34j
Term 1	Waves (light) including colours, the camera, lenses and the eye.	<p>The similarities and differences between light waves and waves in matter</p> <p>The transmission of light through materials: absorption, diffuse scattering and specular reflection at a surface</p> <p>The transmission of light through materials: absorption, diffuse scattering and specular reflection at a surface</p> <p>The refraction of light and action of convex lens in focusing (qualitative); the human eye</p>	<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/guides/zq7thyc/revision/5 • https://www.bbc.com/bitesize/articles/z7by92p
Term 1	Waves (sound, microphones, loud speakers, the ear structure, electromagnetic spectrum)	Students will link sound and particles to how microphones and loud speakers work. They will study the ear and its structure and how we hear sound.	<ul style="list-style-type: none"> • https://www.bbc.com/bitesize/clips/zhtka6f • http://www.bbc.co.uk/schools/gcsebitesize/science/ocr_gateway_pre_2011/energy_home/2_cooking_with_waves1.shtml



	Topic	What students will be learning	How you can specifically help your child
		The topic extends to different types of waves with the Electromagnetic spectrum and link the spectrum with ionisation radiate and its danger to human cells.	<ul style="list-style-type: none"> • https://www.youtube.com/watch?v=OKoxLFric3I • https://www.bbc.com/biteseize/clips/zffq6sg • https://www.youtube.com/watch?v=HMxOHWmU8 • https://www.bbc.com/biteseize/guides/z8d2mp3/revision/2
Term 1	Balanced diet	Students build on primary and year 7 concepts on the importance of a balanced diet, the digestive system and different dietary diseases.	<ul style="list-style-type: none"> • https://www.bbc.co.uk/biteseize/clips/ztj34wx • https://www.bbc.co.uk/biteseize/guides/zyix6sg/revision/1 • https://www.bbc.co.uk/biteseize/guides/z9pv34j/revision/1 • https://www.bbc.co.uk/biteseize/guides/z9pv34j/revision/2
Term 2	Earth (sustainable development, acid rain. carbon sink)	This topic builds on the Earth's early atmosphere and how it has changed to how it is today. Students will also research the Earth's sustainability and how we can preserve the Earth's resources.	<ul style="list-style-type: none"> • http://www.bbc.co.uk/biteseize/ks3/geography/human_processes/sustainable_futures/revision/2/ • http://www.bbc.co.uk/biteseize/ks3/geography/human_processes/sustainable_futures/revision/2/ • https://www.youtube.com/watch?v=1r10LqX9kxA
Term 2	Ecosystems (photosynthesis)	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.	<ul style="list-style-type: none"> • https://www.bbc.com/biteseize/guides/zpwmxbn/revision/1 • https://www.bbc.com/biteseize/guides/z8c6gdm/revision/8
Term 2	Fire safety, oxidation, combustion, thermal decomposition	Students look at the composition of fire and what is needed in the reaction. This then links to oxidation, combustion, thermal decomposition.	<ul style="list-style-type: none"> • https://www.bbc.com/biteseize/guides/zqd2mp3/revision/3 • https://www.bbc.com/biteseize/guides/zfqs9q/revision/1



	Topic	What students will be learning	How you can specifically help your child
			<ul style="list-style-type: none"> • https://www.bbc.com/bitesize/guides/zqd2mp3/revision/4
Term 2	Pressure	Students build on concepts in the particle theory and look at particles under pressure in gas and air.	<ul style="list-style-type: none"> • https://www.bbc.co.uk/bitesize/guides/zssbgk7/revision/2 • https://www.bbc.co.uk/bitesize/guides/zc9q7ty/revision/7 • https://www.bbc.co.uk/bitesize/guides/z2wmxnb/revision/1
Term 3	Respiration	In this unit, students focus on the importance of respiration and begin linking cell structure with function. Students will observe the differences between aerobic and anaerobic respiration.	<ul style="list-style-type: none"> • https://www.bbc.com/bitesize/topics/zvrrd2p • https://www.bbc.com/bitesize/guides/zq349j6/revision/1
Term 3	Organisms (Drugs, alcohol, smoking, circulatory system, digestive system, gaseous exchange)	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.	<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/revise-it/the-circulatory-system • https://www.youtube.com/watch?v=KfIxTS2S8E • https://www.youtube.com/watch?v=JnzwbiJuAA • https://www.bbc.com/bitesize/guides/z9pv34j/revision/1 • https://www.bbc.com/bitesize/topics/zvrrd2p
Term 3	Metals and their properties	Students explore different metals and observe the different properties. Students undertake practical sessions observing the reactions	<ul style="list-style-type: none"> • https://www.bbc.com/bitesize/guides/zqwmxn timer/revision/1 • https://www.bbc.com/bitesize/guides/z8db7p3/revision/1



	Topic	What students will be learning	How you can specifically help your child
		between metals and acids, metal carbonates with acids and the reactivity series.	<ul style="list-style-type: none"> • https://www.bbc.com/bitesize/guides/zqwmxbn/revision/2 • https://www.bbc.com/bitesize/guides/z89jq6f/revision/2
Term 3	Forces (pressure, floating and sinking, drag, speed, distance time graphs)	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.	<ul style="list-style-type: none"> • https://www.bbc.com/bitesize/guides/zssbgk7/revision/1
After exams	The rock cycle Sustaining earth	Students learn how rocks are formed through a creative series of lessons. These include building models and presentations. Students learn about the importance of sustaining earth's resources and how we can limit our impact on these resources.	<ul style="list-style-type: none"> • https://www.bbc.co.uk/bitesize/guides/zwd2mp3/revision/1 • https://www.bbc.co.uk/bitesize/guides/zwd2mp3/revision/2 • https://www.bbc.co.uk/bitesize/guides/zwd2mp3/revision/3 • https://www.bbc.co.uk/bitesize/guides/zwd2mp3/revision/4 • https://www.bbc.co.uk/bitesize/guides/zwd2mp3/revision/5 • https://www.bbc.co.uk/bitesize/guides/zgqhcj6/revision/1

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Your guide to Year 8 Technology - Food and Nutrition

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 and Diet related health issues, Carbohydrate (starch and sugar) and Protein (Eggs) Food provenance</p> <p>Food Practical and Skills: Principles of food safety and hygiene Protein (meat dish) Cake: Various cooking methods (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 practicals.</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 practicals.</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.foodafactoflife.org.uk/ https://www.grainchain.com/ https://www.bbc.co.uk/bitesize https://kahoot.com/</p>
Autumn 2	<p>Protein (Meat and Fish), Special dietary needs, Fats, , Carbohydrate (starch and sugar) and Protein (Eggs) Vitamins and Minerals (mostly vitamins Multicultural meals Science of food</p> <p>Practical and Skills: Professional knife skills- julienne, baton Protein (Meat dish) Carbohydrate and Protein dish Fats dish Carbohydrate (starch dish)</p>	<p>Students will need to check their doddle account for relevant videos before completing food practicals.</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 practicals.</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.foodafactoflife.org.uk/ https://www.grainchain.com/ https://www.bbc.co.uk/bitesize https://kahoot.com/</p>
Spring 1	<p>Principles of nutrition; Eat well guide, Dietary needs through life and Diet</p>	<p>Students will need to check their doddle account for relevant</p>	<p>Encourage your child to cook and prepare meals at home, as well as wash</p>



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



			bitesize https://kahoot.com/
Summer 2	<p>Protein (Meat and Fish), Special dietary needs, Fats, , Carbohydrate (starch and sugar) and Protein (Eggs) Vitamins and Minerals (mostly vitamins Multicultural meals Science of food</p> <p>Practical and Skills: Professional knife skills- julienne, baton Protein (Meat dish) Carbohydrate and Protein dish Fats dish Carbohydrate (starch dish)</p>	<p>Students will need to check their doddle account for relevant videos before completing food practicals.</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 practicals. Encourage your child to complete flipped learning and all homework. Watch television food programmes as a family. Visit these websites: https://www.foodafactoflife.org.uk/ https://www.grainchain.com/ https://www.bbc.co.uk/ bitesize https://kahoot.com/</p>

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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
1st Half term	<ul style="list-style-type: none"> • Design movements late 20thC. Material properties thermo and 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 and 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. Discuss issues including sustainability - there are so many programs, and articles which address the issue with plastics and out throw away society.</p>



2nd Half term	<ul style="list-style-type: none">• Working drawings - Nets on CAD and CAM• Final Design presentation• Working with plastics and thermoforming using strip heaters and vac forming.• Soldering a Basic electronic circuit for LED lamp• 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, CASD 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 down load 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 childs communication of design ideas in product design
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Suggested reading and 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: Mrs M Fusco, Head of Product Design mfu@goffs.herts.sch.uk



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 for one term.

Expectations

Students should check the school website to access the student project planners to find out the lesson and home learning targets each week.

Topic title and unit	What students will be learning	How you can specifically help your child
<p>Cultural cushion cover project</p>	<p>Students will learn to use Photoshop to create a variety of repeat patterns Students will use the dye sublimation printer to print their own fabric Students will use the computerised embroidery machines to sew on patchwork panels Students will use the sewing machines to sew seams and overlock the edges</p>	<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>Research projects (homework)</p>	<p>Design a garment inspired by:</p> <p>Vivienne Westwood</p> <p>Zaha Hadid</p> <p>Joe Casely- Hayford</p> <p>Alessi</p> <p>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 and present.</p>	<p>Taking them to the library to investigate the relevant topic.</p> <p>There is some excellent information on the VandA museum website</p>



Topic title and unit	What students will be learning	How you can specifically help your child
	Print out or sketch a template of your favourite trainer/shoe style and 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.	

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