YEAR 8 SUBJECT TOPICS

Here is a brief overview of the subject topics covered in Year 8.

ART
Students have the opportunity to use a variety of different approaches and materials and begin to develop as creative, aware and thoughtful artists.

Challenges include:-
- Designing and constructing in clay.
- Insects as a design brief, including the relationship between form and function.
- Focus on the importance of targeted and effective research.
- Developing resilience as part of the creative process.
- The importance of the sketchbook as a resource for developing ideas, creativity, recording and research.

Students’ work is assessed through regular feedback and students have an assessment sheet in the back of their books which is used to provide a more detailed, formative assessment approximately 4 to 5 times a year.

Citizenship & PSHE (delivered across the curriculum and on PSHE days)
During their 5 years at LVC, students embark on a comprehensive PSHE and Citizenship programme. In line with National Curriculum guidelines this will include:

- Economic wellbeing and financial capability, risk and economic understanding
- Personal wellbeing, focusing upon personal identities, healthy lifestyles, risk, relationships and diversity
- Knowledge and understanding of how our country is governed, the political system and how to participate in the democratic systems of government
- Developing an interest in, and commitment to, volunteering that they will take with them into adulthood

This will be delivered through a combination of focused PSHE days, tutor activities, assemblies and subject lessons. More detailed and specific information about the topics studied on our PSHE and Citizenship days will be sent home prior to each PSHE day.

DRAMA
Unit 1: Mask Skills
Unit 2: Devising Mask Drama
Unit 3: The Accused – Script Work
Unit 4: Kids Game – Devising to Music
Unit 5: Status – Shakespeare Scenes
Unit 6: Performance Poetry
ENGLISH

Science Fiction and Detective Short Stories - Students study at least one complete short story and a selection of extracts from either science fiction, dystopian fiction or detective genres; some groups may read a longer novel from one of these genres. Authors include: Ray Bradbury, Kurt Vonnegut, H. G. Wells, Conan Doyle, Roald Dahl.

Recorded Assessments:
Writing Assessment: Write the opening of a short story in a particular genre.
Reading Assessment: Extract assessment / comprehension.

Charles Dickens - Students read A Christmas Carol and consider the moral messages of the text, finalising their study with an essay on the character of Scrooge. Some students may also study extracts from other Dickens texts.

Recorded Assessments:
Reading Assessment: An essay exploring how the character of Scrooge changes throughout the novel.
Speaking and Listening Assessment: Role play based on the novel.

Poetry: Family Relationships - Students build on their knowledge of poetry from Year 7 and respond to a range of poems on the theme of family relationships. Students revise poetic techniques and learn how to approach unseen poetry, which forms part of their assessment for this term.

Text choices may include: Mid Term Break, Catrin, On My First Sonne, Mother Any Distance, My Father thought it..., Praise Song for my Mother, Harmonium, Nettles.

Recorded Assessments:
Reading Assessment: Analysis of an unseen poem.
Reading Assessment: A comparative poetry essay comparing two poems on the theme of relationships.

Spoken Language - Introduction to students’ own accent and dialect and the associated prejudices associated with these. Students will study a range of transcripts and produce their own thesis for an investigation into a particular transcript. Also involved will be the study of language and gender and how these elements are intertwined and also affected/perpetuated by the media.

Recorded Assessments:
Reading Assessment: Analysis of transcript.
Speaking and Listening Assessment: Individual presentation on students’ own language use.

Shakespeare: The Tempest - Students read Shakespeare’s The Tempest and consider the presentation of the characters Caliban and Prospero. Also studied are several different film and stage versions of the play. Students will be given the opportunity to explore this through Drama activities as well.
Recorded Assessments:
Writing Assessment: Creative writing monologue based on the play.
Reading Assessment: Character essay on Caliban or Prospero.

Modern Drama/Prose - Students read a challenging modern play or novel and consider the presentation of characters and themes. Possible texts could be: Frankenstein, The Curious Incident of the Dog in the Night Time, Our Day Out, His Dark Materials.

Recorded Assessments:
Writing Assessment: EITHER Transactional piece (letter or article) OR Descriptive piece OR Extra chapter/scene.

FRENCH
Term 1
• Hobbies: Opinions on sport and hobbies – Musical instruments – What you do in your free time – Present tense – Future tense

Term 2
• Fashion: Describing clothes you wear – Patterns and materials of clothes – Opinions on clothes – Describing a future shopping trip
• Cultural Unit: French film (Les Choristes) – Opinions on French music, art, literature and poetry

Term 3
• Food: What you have for breakfast, lunch, dinner and snacks – Opinions on food – Past tense – Describing what you have eaten recently – Conversation in a French café
• At the doctors: Describing pains and illnesses – Suggesting treatments for illnesses – Conversation at the doctor’s surgery

Assessment: Each term will include the assessment of four key skills: Listening, Reading, Speaking and Writing/Translation.

Enrichment:
• Fun online activities can be found on www.linguascope.com. Students have the school username and password.
• Online practice activities, especially for Listening and Reading, can be found on www.pearsonactivelearn.com which all pupils have a login for.
• In the Easter term pupils will put on a class fashion show to showcase the language they have learnt on the topic of fashion.
• The cultural unit in the Easter term introduces pupils to French films, music and literature.
• At Christmas and Easter, pupils will learn vocabulary and phrases relating to these holidays in France.
GEOGRAPHY
- Weather and climate in the UK – analysis of the patterns of temperature and rainfall
- Problem-solving enquiry – the impact of weather on humans
- Environmental geography – who cares for the environment and climate change
- Decision-making enquiry – alternative energy
- River study – practical fieldwork on the flood risk in Linton

HISTORY
- Why was slavery so difficult to abolish?
- Why are there such differing interpretations of Rorke’s Drift?
- Popular protest in 19th-century Britain culminating in ‘Why did women gain the vote in 1918?’
- World War One – Can we blame Princip for the start of WWI? Was WWI all blood, mud and misery?

ICT
Year 8 is designed to build upon the learning, understanding and skills developed in Year 7. The curriculum aims to introduce and embed a range of more advanced computing-based modules in collaboration with more traditional and relevant ICT-based topics. This will give students an opportunity to learn and develop a more in-depth understanding of ICT and computing and the skills required, so that they are able to make an informed choice at the options process for Key Stage 4.
- Digitally enhanced products
- Computer Programming and storyboarding
- Internet Safety (CEOP)
- Spreadsheets
- Computing Theory

MATHS
**Shape & Space** including shapes, area, volume, perimeters, construction and loci.
**Data Handling** including pie charts, calculating statistics, dealing with data and probability.
**Number & Algebra** including solving equations, simple expressions, formulae, equations of lines and investigations.

The curriculum involves students in using and applying mathematics across all areas.
MUSIC
- Understanding the conventions of the Form through performing as a classroom orchestra.
- Understanding the conventions of Carol composition through creating a piece of Christmas music.
- Understanding the conventions of Advertising in Music through composing jingles for products.
- Understanding the conventions of Songwriting using technology.
- Understanding the conventions of The Blues through performing around the 12-bar blues chord progression.
- Understanding the conventions of Variation Form by composing a set of variations on a well-known tune.

PE
Throughout each of the years in Key Stage 3, students will develop physical skills and knowledge, and the ability to access healthy active lifestyles as set down by the National Curriculum. In addition, personal and social attributes like teamwork, cooperation, leadership and coaching will be incorporated when appropriate to challenge all and allow all to succeed.

In year 8 we continue to develop students’ skill sets and start to develop additional skills such as coaching, officiating and leadership.

On average, students will experience up to 10 different activities each year, giving a very broad curriculum. In addition, a large extra-curricular provision of sports clubs and fixtures is available to all, either at lunchtimes or after school.

RELIGIOUS STUDIES
Students will begin the year by investigating Hindu beliefs and concepts. They will predominantly focus on the Caste System in India and how it affects people’s lives. Students will then move on to their Authority unit where they will focus on how different people make moral decisions. Finally, students will analyse different aspects of Sikhism and reflect on what it might be like to be a Sikh living in the UK today.

SCIENCE
Students will cover the three scientific disciplines of biology, chemistry and physics in rotation. The main topics will include: Health & Lifestyle, Ecosystems, Adaptation & Inheritance, The Periodic Table, Metals & Acids, Separation Techniques, The Earth, Electricity & Magnetism, Energy, Motion and Pressure. There will be 7 formal topic tests; approximately one every half term, plus one KS3 exam, which will take place in the Summer term. There will also be a variety of classroom-based assessment activities, interspersed throughout the year.
SPANISH

Term 1
• **Hobbies:** Opinions on sport and hobbies – Musical instruments – What you do in your free time – Present tense – Future tense

Term 2
• **Fashion:** Describing clothes you wear – Patterns and materials of clothes – Opinions on clothes – Describing a future shopping trip
• **Cultural Unit:** Spanish film (*La Lengua de las Mariposas*) – Opinions on Spanish music, art, literature and poetry

Term 3
• **Food:** What you have for breakfast, lunch, dinner and snacks – Opinions on food – Past tense – Describing what you have eaten recently – Conversation in a Spanish café
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TECHNOLOGY

Food and Nutrition
• Meal planning – starters, main courses, desserts.
• Vegetarian diets. Feeding the elderly. Feeding teenagers.
• Consumer awareness – shopping, food labelling, costing dishes.
• Sugar, salt and fat. Dairy foods.
• Food temperature control, cooking, storing and preparing meat, nutrients in meat.
• Food Around the World – cooking food from different countries, immersing the students in the culture of their chosen country.

Mini enterprise project – A food project which will involve designing, costing, making, advertising and selling their own products to the wider community.
Resistant Materials

Students will work through several Resistant Material projects which will help them to build on their use of the design process of researching, creating ideas, product development and making. They will also develop and add to their previous knowledge of Graphics skills through these projects. The projects in year 8 will involve learning about metalwork, structures, ergonomics, prototyping and enterprise.