



# **St Katherine's School**

## **Year 8 Curriculum Guide**

# Maths

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
<b>Autumn</b>	Revise & Improve			Number - Fractions 2			Number - Percentages					
<b>Spring</b>	Algebra 2							Number - Negative numbers				
<b>Summer</b>	Ratio, proportion & rates of change						Statistics		Geometry - 3D shapes			
												Revise & Improve

# English and Media Studies

Once a fortnight, all students complete 'The Writing Challenge', an extended writing task which teaches them generic features and the skill of proofreading.

All students are expected to read for at least twenty minutes a day and must bring their book to school every day.

Term	Topic
1	<b>Promethean Endeavour: Myth and the Science of Stories</b> Tales from Ovid's <i>Metamorphoses</i> and Pullman's version of <i>Frankenstein</i>
2	<b>The craft of writing</b> - taught through the <i>Cambridge Latin Course</i>
3	Shakespeare's <b>Macbeth</b>
4 and 5	Arthurian Legend and Quest Writing
5 and 6	<b>Of Mice and Men</b> by John Steinbeck

# Science

Term	8L1	8L2	8L3	8R1	8R2	8R3
1	<ul style="list-style-type: none"> <li>• Electricity &amp; Magnetism</li> <li>• Health &amp; Lifestyle</li> <li>• Periodic Table</li> </ul>	<ul style="list-style-type: none"> <li>• Periodic Table</li> <li>• Electricity &amp; Magnetism</li> </ul>	<ul style="list-style-type: none"> <li>• Health &amp; Lifestyle</li> <li>• Periodic Table</li> </ul>	<ul style="list-style-type: none"> <li>• Health &amp; Lifestyle</li> <li>• Electricity &amp; Magnetism</li> <li>• Periodic Table</li> </ul>	<ul style="list-style-type: none"> <li>• Health &amp; Lifestyle</li> <li>• Periodic Table</li> </ul>	<ul style="list-style-type: none"> <li>• Periodic Table</li> <li>• Electricity &amp; Magnetism</li> </ul>
2	<ul style="list-style-type: none"> <li>• Periodic Table</li> <li>• Ecosystem Processes</li> <li>• Energy</li> </ul>	<ul style="list-style-type: none"> <li>• Health &amp; Lifestyle</li> <li>• Chemical Separation</li> </ul>	<ul style="list-style-type: none"> <li>• Electricity &amp; Magnetism</li> <li>• Ecosystem Processes</li> </ul>	<ul style="list-style-type: none"> <li>• Periodic Table</li> <li>• Energy</li> <li>• Ecosystem Processes</li> </ul>	<ul style="list-style-type: none"> <li>• Electricity &amp; Magnetism</li> <li>• Ecosystem Processes</li> </ul>	<ul style="list-style-type: none"> <li>• Health &amp; Lifestyle</li> <li>• Chemical Separation</li> </ul>
3	<ul style="list-style-type: none"> <li>• Motion &amp; Pressure</li> <li>• Chemical Separation</li> </ul>	<ul style="list-style-type: none"> <li>• Energy</li> <li>• Ecosystem Processes</li> </ul>	<ul style="list-style-type: none"> <li>• Chemical Separation</li> <li>• Energy</li> </ul>	<ul style="list-style-type: none"> <li>• Adaptation &amp; Inheritance</li> <li>• Chemical Separation</li> </ul>	<ul style="list-style-type: none"> <li>• Chemical Separation</li> <li>• Energy</li> </ul>	<ul style="list-style-type: none"> <li>• Energy</li> <li>• Ecosystem Processes</li> </ul>
4	<ul style="list-style-type: none"> <li>• Metals &amp; Acids</li> <li>• Adaptation &amp; Inheritance</li> </ul>	<ul style="list-style-type: none"> <li>• Metals &amp; Acids</li> <li>• Motion &amp; Pressure</li> <li>• Earth</li> </ul>	<ul style="list-style-type: none"> <li>• Adaptation &amp; Inheritance</li> <li>• Metals &amp; Acids</li> <li>• Motion &amp; Pressure</li> </ul>	<ul style="list-style-type: none"> <li>• Metals &amp; Acids</li> <li>• Motion &amp; Pressure</li> </ul>	<ul style="list-style-type: none"> <li>• Adaptation &amp; Inheritance</li> <li>• Metals &amp; Acids</li> <li>• Earth</li> </ul>	<ul style="list-style-type: none"> <li>• Metals &amp; Acids</li> <li>• Earth</li> <li>• Motion &amp; Pressure</li> </ul>
5	<ul style="list-style-type: none"> <li>• Earth</li> </ul>	<ul style="list-style-type: none"> <li>• Earth</li> <li>• Adaptation &amp; Inheritance</li> </ul>	<ul style="list-style-type: none"> <li>• Motion &amp; Pressure</li> <li>• Earth</li> </ul>	<ul style="list-style-type: none"> <li>• Earth</li> </ul>	<ul style="list-style-type: none"> <li>• Motion &amp; Pressure</li> </ul>	<ul style="list-style-type: none"> <li>• Adaptation &amp; Inheritance</li> </ul>
6	<ul style="list-style-type: none"> <li>• Revision</li> <li>• Exams</li> <li>• Project Work</li> </ul>					

# Computing

In years 7 to 9 students have two lessons of computing per fortnightly cycle in a dedicated ICT suite. Students cover five topics over the course of the year that address some of the key skills in all three of the National Curriculum strands, E-safety, Digital Literacy and Computing. All students are registered for a Google account, which includes an email address and computing lessons are delivered through Google Classrooms, where students can access teaching resources as well as learning materials. Students build an e-portfolio of work throughout the year by 'turning in' their work on Google Classrooms and all of their assessments, which are termly, are completed online and form part of their e-portfolio.

In years 7 and 8 students develop their ICT skills alongside theoretical aspects of Digital Literacy, E-safety and Computer Science, then in year 9 they study topics related to our KS4 offerings in more detail.

Term	Topic
1	Computer networks
2	Cloud computing & online services
3	Next Steps: Coding with Python
4	Understanding HTML
5	Office documents project
6	

# Design, Art & Technology

In Key stage 3 students rotate through modules that cover the areas of

- Food, Preparation and Nutrition,
- Product Design
- Textiles

Across all areas students learn to problem solve, be independent learners, and produce quality items that could be commercially viable.

<b>Textiles</b>	Design and make a storage container to show imagination and to continue building upon the use of hand and machining skills learnt in year 7.
<b>Food, Preparation and nutrition</b>	Make a range of dishes which demonstrate skills in a safe, hygienic and creative way  Diet and health  Food labelling  Special diets
<b>Product Design</b>	Design and make a mood light inspired by nature to show imagination, to build upon previous skills learnt of hand tools and to learn the skills of computer aided design and manufacture.  Isometric sketching and orthographic projection.  Theory into different types of woods, their uses and their properties.

## Art

<b>Identity/Portraits (2D)</b>	<u>Pencil</u> - grids and enlarging (1st hand) and proportion. Continuous line drawing, use of tone / highlights with 2b / 4b pencils & putty & plastic rubber. <u>Graphite</u> - contour drawing Use of <u>viewfinder</u> - selecting, mapping and enlarging <u>Fine liner</u> - simplification, pattern
<b>Aliens (3D)</b>	<u>Pencil</u> - tonal shading (observational creatures) <u>Colour Pencil</u> - blending (observational creatures) <u>Felt Tips</u> - pattern (imaginary) <u>Wire / modroc / tissue</u> - construction and papier mâché <u>Acrylic paint</u> - dry brushing and pattern
<b>Local Built Environment (Print)</b>	<u>Multi-monoprinting</u> - many colours <u>Fineliner and pencil</u> - hatching and wash (fineliner and thin black felts); tonal blending and smudge sticks <u>Painting</u> - block and opaque colours <u>Gouache</u> - controlled brush work <u>Extension</u> - multi-media composition (collage)

## Analytical Writing

### 2D

- Chuck Close
- Kerby Rosanes
- Johanna Basford
- Yayoi Kusama

### 3D

- Yinka Shonibare

### PRINT

- Emily Ketteringham
- Cheism
- Emmeline Simpson

Personal opinions, making a connection between artists and their own work, using key vocabulary

# Humanities

Term	Geography	History	Philosophy & Belief	Citizenship
1	<b>Weather &amp; Climate:</b> measuring the weather, air pressure, water cycle, types of rain, clouds, climate graphs, UK weather and climate, forecasting, tropical storms.	<b>The Tudors:</b> Henry VIII, Mary I, Elizabeth I.	<b>Buddhism: Beliefs, Teachings and practices</b> The Buddha's life story; the Four Noble Truths; The Eightfold Path; Meditation	<b>Identity &amp; Rights:</b> Freedom of speech and human rights issues.
2	<b>Global Development:</b> LIDC/EDC country study, migration, population, debt, aid, development indicators, trade, global trends.	<b>The Stuarts:</b> Gunpowder Plot, Witchcraft and the English Civil War.	<b>Prejudice and Discrimination:</b> The causes and impacts of prejudice and discrimination with particular focus on women and homophobia	<b>Government:</b> The political spectrum and political issues.
3		<b>Transatlantic Slave Trade:</b> origins of slavery, the slave trade triangle and the Middle Passage.	<b>Islam:</b> Key Beliefs (The Five Pillars) and attitudes to the wearing of the veil.	<b>Careers:</b> Accessing career guidance, finding jobs & building assertiveness.
4	<b>The Geography of Crime:</b> perceptions of crime, using geography to fight crime, how urban environments can influence crime, designing out crime.	<b>Transatlantic Slave Trade:</b> plantations, resistance, rebellion and abolition.	<b>Christianity:</b> Key Beliefs and teachings about Jesus. Special study into miracles	<b>Crime:</b> Civil & criminal offences, causes of crime and stereotyping of young people.
5	<b>Changing Coastlines:</b> waves, geomorphic processes, coastal landscapes, defending the coast, geographic enquiry.	<b>The American West:</b> Native American lifestyles, conflict on the Plains and the American Civil War.	<b>Wealth and Poverty:</b> Attitudes to wealth and poverty. Causes of poverty. Responses to Poverty. Attitudes to Charity	<b>Money:</b> Budgets, credit, debt and financial pressures
6		<b>The Industrial period:</b> the Industrial Revolution and Jack the Ripper investigation.		<b>Community &amp; Action:</b> pressure groups and how to take action effectively on a range of issues.



# Performing Arts

## Drama

Term	Topic
1	<b>Market Traders Devising.</b> scenario based improvisation to develop dialogue and what is effective dialogue. Drama techniques - levels, status, tableaux, transitions, proxemics. Characterisation skills - body language, facial expressions, eye contact, voice.
2	<b>Stage Combat Devising.</b> Professional and safe ways to create fight scenes or physical scenes within performance. Based on safety and control to create an effective performance. Drama techniques - Slow motion, tableaux, marking the moment, thought track. Characterisation skills - body language, facial expressions, eye contact, voice.
3	<b>Moving Away / David's Diary Stimulus based.</b> scenario based improvisation to develop dialogue and what is effective dialogue. Drama techniques - levels, status, tableaux, transitions, proxemics. Characterisation skills - body language, facial expressions, eye contact, voice.
4	<b>The Loner Poem Stimulus based.</b> Scripted stimulus with improvisation incorporated. Discussion based; developing meaning behind the poem and using subtext and text. Understanding what it means to read between the lines. Internal and external feelings and how we present ourselves in hard situations. Drama techniques - levels, status, tableaux, transitions, proxemics, monologue. Characterisation skills - body language, facial expressions, eye contact, voice.
5	<b>Disability Devising.</b> Scripted and improvisation module. Who's life is it anyway? Key understanding of empathy. Internal and external feelings and how we present ourselves in hard situations. Drama techniques - levels, status, tableaux, transitions, proxemics, monologue, conscience corridor. Characterisation skills - body language, facial expressions, eye contact, voice.
6	<b>Our Day Out Script. Play text by Willy Russell.</b> Long term project to read the whole play as a class with group activities using specific scenes as well as improvising to understand character. Understanding what it means to read between the lines; subtext/text. Drama techniques - Role on the wall, levels, status, tableaux, transitions, proxemics. Characterisation skills - body language, facial expressions, eye contact, voice.

## Music

Term	Topic
1	<b>The Beatles</b> Students learn about the Beatles and why they were significant in British musical history.
2	They learn about how they changed the face of pop music and how they took their musical influences from a wide range of different styles. They learn several Beatles songs and also look at how the Beatles influenced later bands such as Oasis.
3	<b>The Orchestra</b> Students learn about the different instrumental families and the instruments within them.
4	They learn to identify instruments by their sound and look at the principles of sound production. They learn about the role of a conductor and the importance of this within a performance. They listen to examples of famous orchestral music and develop their keyboard skills through learning excerpts of classical pieces.
5	<b>3 chord project</b> Students learn how to work out the notes which make up various chords. We specifically focus on chords C, F, G and students practise moving between the chords. Students work in groups to create a performance of two well known pop songs which only use 3 chords.
6	

# Physical Education

Activities always subject to access to facilities, weather and needs of any given teaching group. The information below is an outline of intended activities. Staff may well adapt the content of lessons using their professional judgements.

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
8F	Netball	Football	Hockey	Hockey	Athletics	Striking & Fielding
	Dance (G)	Short Tennis (SH)	Sports Acro (G)	Badminton (SH)	Striking & Fielding	Tennis
8M	Rugby	Rugby	Football	Football	Athletics	Athletics
	Short Tennis (SH)	Gymnastics / FR (G)	Basketball (SH)	Minor Games (G)	Tennis	Striking & Fielding

# Modern Foreign Languages

Dates	Topic
<b>10th Sept - 16th Nov</b>	<ul style="list-style-type: none"> <li>● The alphabet</li> <li>● Days/Months/Numbers (1-31)/Colours</li> <li>● Introduce yourself</li> <li>● Understand other's introductions</li> <li>● Grammatical patterns</li> <li>● Grammatical functions</li> <li>● Word order</li> <li>● Connectives</li> <li>● Opinions</li> <li>● Introduce yourself (name/age/birthday/what you like or not)</li> <li>● Describe yourself (hair/eyes/height)</li> </ul>
<b>19th Nov - 1st Feb</b>	<ul style="list-style-type: none"> <li>● Imperfect tense</li> <li>● Family members</li> <li>● Describe your family</li> <li>● Say how you get on with your family</li> <li>● Give and justify opinions</li> <li>● Animals</li> <li>● Talk about your pets</li> <li>● Extending sentences</li> </ul>
<b>4th Feb - 5th April</b>	<ul style="list-style-type: none"> <li>● Present tense with key verbs</li> <li>● Give and justify your opinions about school subjects</li> <li>● Comparisons about teachers and subjects</li> <li>● Describe your timetable</li> <li>● Tell the time</li> <li>● Free time activities</li> <li>● Key verbs related to daily routines</li> <li>● Talk about your routine</li> <li>● Describe a typical day</li> <li>● Near future tense</li> <li>● Talk about what activities you are going to do next weekend</li> </ul>
<b>22 April - 28th June</b>	<ul style="list-style-type: none"> <li>● Conjugate regular and irregular verbs in the conditional tense</li> <li>● New technologies</li> <li>● Use specific vocabulary on a topic</li> <li>● Social media</li> <li>● Give opinions in the present/imperfect and near future about social media</li> <li>● Predict how social media will develop</li> <li>● Discuss advantages and disadvantages of new technologies</li> <li>● Organise a debate</li> </ul>
<b>1st July - 19th July</b>	<ul style="list-style-type: none"> <li>● Learn ket facts about The Caribbean (French &amp; Spanish speaking islands)</li> </ul>