



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
Autumn	Revise & Improve			Number - Fractions 2			Number - Percentages					
Spring	Algebra 2							Number - Negative numbers				
Summer	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	Promethean Endeavour: Myth and the Science of Stories Tales from Ovid's <i>Metamorphoses</i> and Pullman's version of <i>Frankenstein</i>
2	The craft of writing - taught through the <i>Cambridge Latin Course</i>
3	Shakespeare's Macbeth
4 and 5	Arthurian Legend and Quest Writing
5 and 6	Of Mice and Men by John Steinbeck

Science

Term	8L1	8L2	8L3	8L4	8R1	8R2	8R3
1	<ul style="list-style-type: none"> • Digestion • Health • Periodic Table • Electricity & magnetism • CASE Autumn test 	<ul style="list-style-type: none"> • Periodic Table • Digestion • Health Autumn test 	<ul style="list-style-type: none"> • Digestion • Health • Periodic table Autumn test 	<ul style="list-style-type: none"> • Digestion • Periodic table • Health Autumn test 	<ul style="list-style-type: none"> • Digestion • Periodic table • Health • Electricity & magnetism • CASE Autumn test 	<ul style="list-style-type: none"> • Periodic Table • Digestion • Health Autumn test 	<ul style="list-style-type: none"> • Digestion • Health • Periodic table Autumn test
2	<ul style="list-style-type: none"> • CASE • Energy • Separation techniques 	<ul style="list-style-type: none"> • CASE • Electricity & magnetism • Separation techniques 	<ul style="list-style-type: none"> • Electricity & Magnetism • CASE • Respiration & photosynthesis • Ecosystems 	<ul style="list-style-type: none"> • Electricity & Magnetism • CASE • Respiration & photosynthesis • Ecosystems 	<ul style="list-style-type: none"> • CASE • Separation techniques • Energy • Respiration & photosynthesis 	<ul style="list-style-type: none"> • CASE • Separation techniques • Energy • Respiration & photosynthesis 	<ul style="list-style-type: none"> • Electricity & magnetism • CASE • Respiration & photosynthesis • Ecosystems
3	<ul style="list-style-type: none"> • CASE • Respiration & photosynthesis • Ecosystems • Motion 	<ul style="list-style-type: none"> • CASE • Energy • Respiration & photosynthesis 	<ul style="list-style-type: none"> • CASE • Separation techniques • Energy 	<ul style="list-style-type: none"> • CASE • Separation techniques • Energy 	<ul style="list-style-type: none"> • CASE • Metals • Ecosystems • Motion & pressure 	<ul style="list-style-type: none"> • CASE • Energy • Respiration & photosynthesis 	<ul style="list-style-type: none"> • Separation techniques • Energy
4	<ul style="list-style-type: none"> • Adaptation & inheritance • Metals & Acids Spring test 	<ul style="list-style-type: none"> • Ecosystems • Metals & Acids • Motion & Pressure Spring test 	<ul style="list-style-type: none"> • Metals & Acids • Earth Spring test 	<ul style="list-style-type: none"> • Motion & pressure • Metals & acids Spring test 	<ul style="list-style-type: none"> • Adaptation & inheritance • Motion & Pressure Spring test 	<ul style="list-style-type: none"> • Ecosystems • Metals & acids • Motion & pressure Spring test 	<ul style="list-style-type: none"> • Metals & Acids • Earth Spring test
5	<ul style="list-style-type: none"> • Earth 	<ul style="list-style-type: none"> • Earth • Adaptation & Inheritance 	<ul style="list-style-type: none"> • Adaptation & inheritance • Motion & Pressure 	<ul style="list-style-type: none"> • Adaptation & inheritance • Earth 	<ul style="list-style-type: none"> • Earth 	<ul style="list-style-type: none"> • Earth • Adaptation & inheritance 	<ul style="list-style-type: none"> • Adaptation & Inheritance • Motion & pressure
6	<ul style="list-style-type: none"> • Revision • End of year 8 exam • CASE (Conitive Acceleration through Science Education) • Investigation 						

Computing

In year 8 students have one lesson of computing per fortnightly cycle in a dedicated computing 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 year 9 students move onto develop their computing skills alongside theoretical aspects of Digital Literacy, E-safety and Computer Science, with the option of choosing KS4 GCSE Computer Science in year 10.

Term	Topic
1	Computer networks
2	
3	Understanding HTML
4	
5	Promoting a brand using social media platforms
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.

Textiles	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.
Food, Preparation and nutrition	Make a range of dishes which demonstrate skills in a safe, hygienic and creative way Diet and health Food labelling Special diets
Product Design	Design and make a mood light inspired by calming influences to show imagination. Build upon previous hand tool skills and work with computer aided design and manufacture to develop products. Present design ideas in 3D using isometric sketching and computer aided design. Theory of different types of woods, their uses and properties.

Art

Identity/Portraits (2D)	<p><u>Pencil</u> - grids and enlarging (1st hand) and proportion. Continuous line drawing, use of tone / highlights with 2b / 4b pencils & putty & plastic rubber.</p> <p><u>Graphite</u> - contour drawing</p> <p>Use of <u>viewfinder</u> - selecting, mapping and enlarging</p> <p><u>Fine liner</u> - simplification, pattern</p>
Aliens (3D)	<p><u>Pencil</u> - tonal shading (observational creatures)</p> <p><u>Colour Pencil</u> - blending (observational creatures)</p> <p><u>Felt Tips</u> - pattern (imaginary)</p> <p><u>Wire / modroc / tissue</u> - construction and papier mâché</p> <p><u>Acrylic paint</u> - dry brushing and pattern</p>
Local Built Environment (Print)	<p><u>Multi-monoprinting</u> - many colours</p> <p><u>Fineliner and pencil</u> - hatching and wash (fineliner and thin black felts); tonal blending and smudge sticks</p> <p><u>Painting</u> - block and opaque colours</p> <p><u>Gouache</u> - controlled brush work</p> <p><u>Extension</u> - multi-media composition (collage)</p>
Analytical Writing	<div style="border: 1px solid red; padding: 5px; margin-bottom: 10px; width: fit-content;">2D</div> <ul style="list-style-type: none"> • Chuck Close • Kerby Rosanes • Johanna Basford • Yayoi Kusama <div style="border: 1px solid red; padding: 5px; margin-bottom: 10px; width: fit-content;">3D</div> <ul style="list-style-type: none"> • Yinka Shonibare <div style="border: 1px solid red; padding: 5px; margin-bottom: 10px; width: fit-content;">PRINT</div> <ul style="list-style-type: none"> • Emily Ketteringham • Cheism • Emmeline Simpson <p>Personal opinions, making a connection between artists and their own work, using key vocabulary</p>

Humanities

Term	Geography	History	Philosophy & Belief	Citizenship
1	Journey to Japan: Human and physical geography of Japan, economy, culture, wealth and happiness, earthquakes and tsunami	The Tudors: Henry VIII, Mary I, Elizabeth I, Black Tudors.	Buddhism: Beliefs, Teachings and practices The Buddha's life story; the Four Noble Truths; The Eightfold Path; Meditation	Identity & Rights: Freedom of speech and human rights issues.
2	Wild Weather The water cycle, rain, air pressure, climate graphs, UK weather, hurricanes.	The Renaissance and Restoration: Gunpowder Plot, Witchcraft, the English Civil War and Renaissance developments. .	Prejudice and Discrimination: The causes and impacts of prejudice and discrimination with particular focus on women and homophobia	Government: The political spectrum and political issues.
3	Wasteful Species: Plastic pollution, fossil fuels, air pollution, water pollution, biodiversity loss	Transatlantic Slave Trade: African kingdoms, origins of slavery, the slave trade triangle, the Middle Passage. Harriet Tubman, the Underground Railroad, the abolition and legacy of slavery.	Islam: Key Beliefs (The Five Pillars) and attitudes to the wearing of the veil.	Careers: Accessing career guidance, finding jobs & building assertiveness.
4	Unequal Planet: Measuring and mapping global development, uneven development, urban and rural poverty, sanitation and hygiene, debt, development solutions		Christianity: Key Beliefs and teachings about Jesus. Special study into miracles	Crime: Civil & criminal offences, causes of crime and stereotyping of young people.
5	Staggering Landscapes: erosion and weathering, coastal features, rivers and waterfalls, glaciated valleys	The Industrial period: the Industrial Revolution and Jack the Ripper investigation.	Wealth and Poverty: Attitudes to wealth and poverty. Causes of poverty. Responses to Poverty. Attitudes to Charity	Money: Budgets, credit, debt and financial pressures
6	Geographic Enquiry			Community & Action: pressure groups and how to take action effectively on a range of issues.

Performing Arts

Drama

Term	Topic
1	Dark Fairytales. Devising work based on grimm tales. Students are working together to create an original fairytale using a variety of Drama techniques - levels, status, tableaux, transitions, proxemics. Characterisation skills - body language, facial expressions, eye contact, voice. Students will start to look at technical elements of performance understanding how subtext and atmosphere can be created through lighting and sound. Directing and planning long term project.
2	Stage Combat Devising. Devising work based on scenarios. 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	The Loner Poem Stimulus based. 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.
4	Warden X. Stimuli work for devising. Focusing on social and cultural issues surrounding youth borstal units in 1980 compared to modern day. Teacher in role and whole class role play. Drama techniques; mood/atmosphere, 3rd person narration, verbatim script work, tableaux, soundscape, marking the moment. Characterisation skills - facial expression, body language, eye contact, vocal tone.
5	Our Day Out by Willy Russell. 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.
6	Anne Frank's Diary. Stimulus work based on verbatim theatre genre. Historical context stimuli work for devising. Cross curricular links with History prep for Y9 T1/2. Learning the story of AF. Drama techniques: symbolism, thought tracking, monologue, improvisation, naturalism, mood/atmosphere, slow motion, transitions, directing and planning long term project. Characterisation skills: Characterisation skills - body language, facial expressions, eye contact, voice.

Music

Term	Topic
1	The Beatles 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	The Orchestra 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	3 chord project 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 are 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.

Term	WHAT might the girls be doing?	WHAT might the boys be doing?
1	<p>Main netball, high-5</p> <p>Alt dance, cheer</p> <p>Any other suitable activity</p>	<p>Main rugby, tag-rugby, touch-rugby</p> <p>Alt badminton, table tennis, short tennis</p> <p>Any other suitable activity</p>
2	<p>Main football, futsal</p> <p>Alt cricket, indoor athletics</p> <p>Any other suitable activity</p>	<p>Main rugby, tag-rugby, touch-rugby</p> <p>Alt fitness, HRE, training for performance</p> <p>Any other suitable activity</p>
3	<p>Main rugby, tag-rugby, touch rugby</p> <p>Alt sports acro, aerobics, fitness</p> <p>Any other suitable activity</p>	<p>Main football, indoor football</p> <p>Alt basketball</p> <p>Any other suitable activity</p>
4	<p>Main hockey, quick sticks</p> <p>Alt basketball, handball</p> <p>Any other suitable activity</p>	<p>Main football, futsal</p> <p>Alt minor games, indoor games</p> <p>Any other suitable activity</p>
5	<p>Main athletics</p> <p>Alt rounders, tennis</p> <p>Any other suitable activity</p>	<p>Main athletics</p> <p>Alt softball, rounders, cricket</p> <p>Any other suitable activity</p>
6	<p>Main athletics</p> <p>Alt rounders, tennis</p> <p>Any other suitable activity</p>	<p>Main athletics</p> <p>Alt softball, rounders, cricket</p> <p>Any other suitable activity</p>

Modern Foreign Languages

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