



St. Joseph's College

Curriculum Booklet 2018-2019

Year 8



In development





Maths - Year 8

Half Term 1	<p>1 - Factors and powers Write the prime factor decomposition of a number; find the HCF or LCM of two numbers; Work out the laws of indices for positive powers; power of zero; for multiplying and dividing; powers of 10; multiplying and dividing by any integer power of 10; Round to a number of significant figures.</p> <p>2 Algebra: Working with powers Simplify expressions involving powers and brackets; Understand the meaning of an identity; Use the index laws in algebraic calculations and expressions; Simplify expressions with powers; Write and simplify expressions involving brackets and powers; Factorise an algebraic expression; Substitute integers into expressions; Construct and solve equations.</p>
Half Term 2	<p>3. Geometry and Measure: 2D shapes and 3D solids Use 2D representations of 3D solids; Sketch nets of 3D solids; Calculate the surface area and volume of prisms; Name the different parts of a circle; Calculate the circumference; Calculate the radius or diameter when you know the circumference and area; Calculate the area of a circle; Calculate the volume and surface area of a cylinder. Use Pythagoras' theorem in right-angled triangles.</p> <p>4 Algebra: Real life graphs Recognise when values are in direct proportion; Plot graphs and read values to solve problems; Interpret graphs from different sources; Understand financial graphs; Draw, interpret and solve distance–time graphs; Interpret graphs that are curve; Interpret real-life graphs.</p>
Half Term 3	<p>5 Geometry and Measure: Transformations Describe and carry out translations; reflections, rotations and enlargements. Enlarge a shape using negative scale factors; Enlarge a shape using fractional scale factors; Transform 2D shapes using a combination of reflection, rotation, enlargement and translation. Identify planes of reflection symmetry in 3D solids. Find the perimeter and area of 2D shapes after enlargement. Find the volume of 3D solids after enlargements.</p> <p>6 Number: Fractions, decimals and percentages Recognise fractional equivalents to important recurring decimals; Recognise which denominators of simple fractions produce recurring decimals; Change a recurring decimal into a fraction; Calculate percentages; Work out an original quantity before a percentage increase or decrease; Calculate percentage change. Calculate the effect of repeated percentage changes.</p>
Half Term 4	<p>7 Geometry and Measure: Constructions and loci Draw triangles accurately using a ruler and protractor; Draw diagrams to scale; Draw accurate nets of 3D solids; Construct triangles, nets of 3D solids using a ruler and compasses; Bisect a line using a ruler and compasses; Construct perpendicular lines using a ruler and compasses. Bisect angles using a ruler and compasses. Draw accurate diagrams to solve problems; Draw a locus and solve problems.</p>
Half Term 5	<p>8 Statistics and Probability: Probability Calculate and compare probabilities; Identify and find probabilities of mutually exclusive outcomes and events; Find the probability of an event not happening; Calculate the relative frequency of a value; Use relative frequency to make estimates and estimate the probability of an event; Use estimated probability to calculate expected frequencies; Carry out a probability experiment; Estimate probability using data from an experiment; Work out the expected results when an experiment is repeated; List all the possible outcomes of one or two events in sample space diagrams or Venn diagrams. Calculate probabilities of repeated events; Use tree diagrams to find the probabilities of two or more events.</p> <p>9 Geometry and Measure: Scale drawings and measure Use scales in maps and plans; Use and interpret maps; Measure and use bearings; Draw diagrams to scale using bearings; Draw diagrams to scale; Identify congruent and similar shapes; Use congruence to solve problems in triangles and quadrilaterals; Use similarity to solve problems in 2D shapes.</p>
Half Term 6	<p>10 Algebra: Graphs Plot straight-line graphs; Find the y-intercept of a straight-line graph; Find the gradient of a straight-line graph; Plot graphs using the gradient and y-intercept; Use $y = mx + c$; Find the equation of a straight-line graph; Identify parallel and perpendicular lines; Find the inverse of a linear function; Plot and use non-linear graphs.</p>
Homework	<p>Students are expected to complete two pieces of homework per week on Hegarty Maths as a minimum but this can increase to three per week. This should take 15 minutes per task. This will be set on a Wednesday week 1 and collected in on a Monday week 2; This will then be reset on a Monday week 2 and collected on a Wednesday week 1</p>
One thing to read	Problem solving question types
Skills you need to start with	Times tables; All Maths Vocabulary; Fraction and percentages skills
What the current Year 8 say	"I love trigonometry and algebra!"
By the time you finish KS3 you'll be ...	Ready for the GCSE course



English - Year 8

Half Term 1	Contemporary English Literature - Narrative Reading and Writing - 'A Monster Calls' or 'Wonder' Students will study a contemporary English novel, analyse a range of extracts from the novel with a particular focus on the skill of evaluation and how the author presents themes in the text. Students will also evaluate the author's intentions for the novel and use the novel as a stimulus for creative writing (descriptive and narrative).
Half Term 2	Analysis of non-fiction and media - 'Fake News' Students will read and analyse a selection of articles and news reports, read a range of news-based texts with a focus on the use of language and structure. They will explore issues around bias, objectivity and exaggeration in news-based texts and build on skills acquired in Year 7, coupled with further writing on writers' viewpoints and perspectives. Students will learn to tailor their writing for particular purpose and form.
Half Term 3	Poetry - World War I Students will focus on the poetry of Owen and Sassoon exploring the contexts in which they were writing as well as content. Students will analyse language and structure within the poems, considering the different ways that meaning is shaped. Students will make critical comparisons across texts and use the poems as stimulus for extended pieces of creative writing.
Half Term 4	An Exploration of Victorian Writers – Literary Non-fiction Students will read and explore a range of literary non-fiction texts from the 19 th century. Students will analyse language and the structure of texts, exploring the different ways that the writer conveys their ideas Students will have important exposure to 19 th century language which is now an element of the GCSE English Language curriculum
Half Term 5	Contemporary English Literature - Narrative Reading and Writing - 'The Outsiders' or 'Wonder' Students will study a contemporary English novel. Students will analyse a range of extracts from the novel with a particular focus on the skill of evaluation and how the author presents themes in the text. Students will also evaluate the author's intentions for the novel. The expectation is that student responses will be increasingly critical and academic for the study of this second novel. Students will use the novel as a stimulus for creative writing (descriptive and narrative).
Half Term 6	Shakespeare – 'Romeo and Juliet' Students will fulfil the first requirement to study two Shakespeare plays over the key stage through a thematic exploration of 'Romeo and Juliet' Students will study the plot and key characters, zooming in on Shakespeare's representation of the theme of conflict.
Homework	Use of Doodle to complete a range of grammar tasks. Creative paragraphs. Silent reading. Analytical practice Spellings.
One thing to read	Book recommendations are in the planner. Have a look and choose something that you think you will enjoy and sets you a challenge!
Skills you need to start with	Reading skills and hopefully an enjoyment of reading a range of texts, Spelling and Grammar An understanding of language and structural devices A good imagination
What the current Year 8s say	"Reading is so important for improving your skills in English. It's great to get the chance to study such a wide range of texts, especially ones that are different from the reading choices that I usually make."
By the time you finish KS3 you'll be ...	A critical reader and an imaginative writer.



Science - Year 8

<p>Half Term 1</p>	<p>Topic 5: Matter. Topics include the following: Elements, Atoms, Compounds, Chemical formulae, Polymers, The Periodic Table, The elements of Group, The elements of Group 7 and The elements of Group 0</p> <p>Topic 8.3 Organisms. Topics include the following: Breathing, Gas exchange, Drugs, Alcohol and Smoking.</p> <p>Topic 8.4 Digestion. Topics include the following: Nutrients, Food tests, Unhealthy diet, Digestive system, Bacteria and enzymes in digestion</p>
<p>Half Term 2</p>	<p>Topic 1: Forces. Topics include the following: Contact forces, Friction and drag, Squashing and stretching and Turning forces</p> <p>Topic 1.4: Pressure. Topics include the following: Pressure in gases, Pressure in liquids and Stress on solids</p> <p>Topics 6: Reactions. Topics include the following: Types of reaction, Atoms in chemical reactions, Combustion, Thermal decomposition and Conservation of mass</p> <p>Topics 6.4 Chemical energy. Topics include the following: Exothermic and endothermic, Energy level diagrams and Bond energies</p> <p>Topic 9: Ecosystems. Topics include the following: Respiration, Aerobic respiration, Anaerobic respiration and Biotechnology</p>
<p>Half Term 3</p>	<p>Topic 9.4 Photosynthesis. Topics include the following: Leaves, Investigating photosynthesis and Plant minerals.</p> <p>Topic 3: Energy. Topics include the following: Work, energy, and machines, Heating and cooling, Energy and temperature, Energy transfer: particles and Energy transfer: radiation and insulation.</p> <p>Topic 4: Waves. Topics include the following: Wave effects, Sound waves, water waves, and energy, Radiation and energy, Wave properties and Modelling waves</p>
<p>Half Term 4</p>	<p>Topic 7: Earth. Topics include the following: Climate, Global warming, The carbon cycle, Climate change, Earth resources, Extracting metals and Recycling.</p> <p>Topic 10: Genes. Topics include the following: Evolution, Natural selection, Charles Darwin, Extinction and Preserving biodiversity.</p> <p>Topic 10.4 Inheritance. Topics include the following: DNA, Genetics and genetic modification.</p>
<p>Half Term 5</p>	<p>Topic 2: Electromagnets. Topics include the following: Magnetism, Magnets and magnetic fields, Electromagnets and Using electromagnets</p>
<p>Half Term 6</p>	<p>Transition topics for GCSE –</p>
<p>Homework</p>	<p>Various homework tasks dependent on topic.</p>
<p>One thing to read</p>	<p>Activate 2 Science textbook</p>
<p>Skills you need to start with</p>	<p>Reading skills Spelling Grammar Basic numeracy skills</p>
<p>What the current Year 8 say</p>	<p>“Science is fun!” “Practical experiments are my favourite parts of the lesson!”</p>
<p>By the time you finish KS3 you'll be ...</p>	<p>A knowledgeable and great thinker in the field of science.</p>



Geography - Year 8

Half Term 1	Plate Tectonics: Students will label the structure of the earth and explain how convection currents in the mantle can cause natural hazards. Students will also focus in more detail on the processes happening at the four main types of plate boundary: destructive plate boundary, constructive plate boundary, conservative plate boundary and collision plate boundary.
Half Term 2	Natural Hazards: Students will learn how movement at plate boundary can cause earthquakes, volcanoes and tsunamis. Students will evaluate how these types of hazards can cause damage to people and property in two contrasting global regions.
Half Term 3	Japan: Students will map Japan's major physical and human features. Students will explore why Japan is such a dangerous place to live, connecting their understanding of natural hazards to population density and demographics. Students will also explore the role climate plays in Japan's development, as well as contrast two differing regions: Sapporo, South Hokkaido, and Kagoshima, South Kyushu.
Half Term 4	Into Africa: Students will locate major physical and human features on an outline map of Africa. Students will explore a number of key elements of contrasting African countries, to develop a better understanding of not just development of the continent as a whole, but the distinct differences between the countries, challenging misconceptions about the continent.
Half Term 5	Development: Students will define key terms including: development; aid; developing country; emerging country; developed country, and explore different examples of each to conclude how we can physically measure development. Students will begin to understand the barriers a country may face that hinder their development, and analyse in more depth how overpopulation can slow development. Students will also undertake a short research project into the causes of uneven development, and complete research into how this can be explained using geographical models.
Half Term 6	Aid: Students analyse differential aid projects and evaluate how effective they are in terms of reducing inequality in a given example. Students will explain how terms of trade can affect economic development, as well as identify global initiatives aimed at reducing absolute poverty, such as the UN Charter.
Homework	Students are expected to complete one piece of independent study per week; this could be an online Doodle activity such as a content PowerPoint, followed by a revision and learning-check quiz, or a more extended, written assignment that could require additional research.
One thing to read	National Geographic Kids: 'Volcanoes'
Skills you need to start with	Atlas and Map Skills: Graphical Skills: Cartographic Skills: Numerical Skills:
What the current Year 8 say	"I never realised the earth was trying to kill us"
By the time you finish KS3 you'll be ...	A highly skilled geographer, who will be able to express a well-founded opinion about different places in the world.



History - Year 8

<p>Half Term 1</p>	<p>The Slave Trade</p> <p>Students will have an understanding of the economics behind the slave trade and how the triangular system worked Students will investigate what life was like for enslaved people Students will explain and evaluate the causes of the abolition of slave trade</p>
<p>Half Term 2</p>	<p>Empire</p> <p>Students will explain why Britain wanted an empire and how they gained one Students will look critically at the positives and negatives of the British Empire and its impact in Britain and on the world. Students will explain and evaluate the reasons for the decline of the British Empire</p>
<p>Half Term 3-4</p>	<p>Civil Rights</p> <p>Students will investigate life in America for African Americans in the 20th Century Students will explain progress and regression in regards to African American Civil Rights over the 20th Century Students will assess the relative significance of the key individuals involved in the Civil Rights movement</p>
<p>Half Term 4-5</p>	<p>Causes of World War One</p> <p>Students will explain the situation in Europe prior to WW1 Students will investigate the assassination of Franz Ferdinand Students will evaluate the different long-term and short-term causes of WW1</p>
<p>Half Term 5-6</p>	<p>World War One</p> <p>Students will investigate key battles such as the Somme and how soldiers were recruited Students will investigate conditions in the trenches and life for soldiers fighting Students will examine the development of weapons during WW1</p>
<p>Homework</p>	<ul style="list-style-type: none"> • Kahoot quizzes (to be made next year) • Diary entry for each topic • Propaganda poster linked to WW1, Civil Rights and Empire • Memorial plaque for Slave Trade and WW1 • Preparation reading based on historylearningsite.com or BBC Bitesize
<p>One thing to read</p>	<p>Relevant Horrible histories War Horse</p>
<p>Skills you need to start with</p>	<p>Understanding of chronology, ability to extract relevant information from a historical source, understanding of the meaning of cause, consequence and significance</p>
<p>What the current Year 8 say</p>	<p>We loved learning about the Civil Rights movement, it shocked us as times, and we enjoyed learning about WW1</p>
<p>By the time you finish KS3</p>	<p>A keen and critical historian with knowledge of a range of significant historical periods</p>





Religious Education - Year 8

<p>Half Term 1</p>	<p>Judaism: During the Autumn A half term, student will be studying Judaism. The aim is to develop an awareness of the basic beliefs of Judaism, to explore origins and truth, beliefs about the nature of God and about life and religious practices. It is essential that students can make comparisons to their own traditions and understand the brotherhood of faith in God, have an awareness of other important religious traditions in Britain today and explore a variety of beautiful cultural and religious difference.</p>
<p>Half Term 2</p>	<p>Prayer and Worship: During the Autumn B half term, student will be exploring prayer and worship. We will look closely at the six major world faiths; Christianity, Islam, Hinduism, Buddhism, Sikhism and Judaism. Students will be looking at the origins of each major world faith. They will also be distinguishing between monotheistic and polytheistic world faiths. The denominations of the Christian faith will be explored as well as looking at varied places of worship such as churches, tabernacles, synagogues and mosques.</p>
<p>Half Term 3</p>	<p>Humanism: Students will be looking at what humanism is, the main beliefs, and organisations including the symbol of the British Humanist Association. We aim to get them to express and justify their own views about what is right and wrong and why, with reference to humanist and other viewpoints. We also hope to explain a range of humanist approaches to how we should look after the environment and understand why humanists have a variety of opinions. At the end of the course they should be able to analyse whether they agree with any of the opinions and to compare with religious beliefs.</p>
<p>Half Term 4</p>	<p>The Value of God's Creation: What is 'dominion' and 'stewardship'? Students will explore these meanings and also demonstrate how God's glory and presence are shown in His creation. They will evaluate God's omnipresence and how we view God. We will look at what and how 'Global Warming' and 'Pollution' are affecting everyone globally, paying special attention to the Body of Christ. Students will be equipped to question the extent to which Christians around the world feel a part of a wider community by looking at charities, animal rights movements and specific religious arguments, for and against a variety of topics.</p>
<p>Half Term 5</p>	<p>Church History: Church history is an exciting topic focusing largely on the origins of the church. Events such as Pentecost, activities of the early Christians, Saul's conversion and the authority of the bible. We will also look at questions regarding hierarchy in the church, looking closely at the pope and magisterium.</p>
<p>Half Term 6</p>	<p>Modern Church History: The Modern church has evolved and grown in a number of ways. This term students will be looking closely at main attributes of the worldwide church. Challenging and thought provoking doctrines such as the Trinity, Eucharist, the sacraments, gifts of the Holy Spirit and other varied Christian worship be will be explored.</p>
<p>Homework</p>	<p>Students will receive homework every week, this will vary from a piece of work expected the week after to an extended project work requiring more time to complete it.</p>
<p>One thing to read</p>	<p>For those unfamiliar with The Bible stories then a children's version of The Bible will be helpful and also internet research on a variety of topics taught.</p>
<p>Skills you need to start with</p>	<p>Reading skills; spelling, punctuation and grammar. Be able to confidently engage with different views and to be better at fully engaging in well-reasoned arguments.</p>
<p>By the time you finish KS3 you'll be ...</p>	<p>An up-and-coming theologian, a critical thinker, respectful of all faiths (and those of none) and finally able to confirm your own religious belief (or none),</p>





<h1 style="text-align: center;">Art & Design - Year 8 Identity</h1>	
Half Term 1	<p>Understanding Drawing and Personal Possessions and Culture Students will explore Line: Weight, Contour, and Continuous. Artist: Shape/Form: Still Life Composition Monochrome: Analogous Students will study and research a range of artists e.g. Peter Blake, Martin Parr, Charles Bell, James Rosenquist.</p>
Half Term 2	<p>Students will explore Tone: Gradation, tonal scale, mark making. Composition: Mid ground, Foreground, Background, Viewpoints, Focal point. Students will study and research a range of artists. Extension: Mixed Media lessons.</p>
Half Term 3	<p>Observational Drawing using a range of wet and dry media Drawing for different purposes Revisit the theme Identity and Culture: Composition, Dramatic Lighting, Viewpoints Develop annotation skills and use of key terms Using a different skill/media/processes and techniques.</p>
Half Term 4	<p>Understanding Painting or Printing to produce a Self - Portrait. Students will explore Line: Weight, Contour, and Continuous. Artist: Chuck Close Shape: Facial Features, Structure and proportions of the head. Colour: Colour theory: Primary, Secondary, Tertiary, Complementary, Analogous Students will study and research a range of artists e.g</p>
Half Term 5	<p>Students will explore Tone: Gradation, tonal scale, mark making. Pattern: Repetition, Rotation, Reflection, Tessellation Composition: Mid ground, Foreground, Background, Viewpoints, Focal point. Students will study and research a range of artists. Extension: Texture lessons</p>
Half Term 6	<p>Observational Drawing using a range of wet and dry media Drawing for different purposes Revisit Formal Elements through drawing: Composition, Dramatic Lighting, Still life, Viewpoints Develop annotation skills and use of key terms Using a different skill/media/processes and techniques</p>
Homework	<p>Students are expected to spend at least 1hr. on their Homework. The work will be a combination of Drawing, Artists Research, Annotations, Analysis and Evaluations.</p>
One thing to read	<p>About the different styles of Art and Artists, you enjoy. Any recent Art exhibition in London that you could visit</p>
Skills you need to start with	<p>Drawing skills A basic understanding of the Formal Elements in Art Art Appreciation</p>
What the current Year 8 say	<p>I didn't know there were so many different styles of Portraiture.</p>
By the time you finish KS3 you'll be ...	<p>A creative and competent Artist who is able to explore ideas, processes and techniques in Art with both skill and confidence.</p>



Physical Education - Year 8

Half Term 1	Basketball - Students will develop on their year 7 through revisiting the offensive and defensive plays during the first few lessons, being challenged to develop their own ideas in relation to setting playbooks. Students will also then apply defensive screening and the benefits of a half court press.
Half Term 2	Rugby - Students will revisit the intricacies of the game through safe and effective contact games. They will then apply various attacking techniques, exploring a variation of passing combinations including the loop, mis-pass and evasive running to positively influence attacking scenarios. Swimming - Students will start with basic competency tests and then look to develop on more advanced strokes such as the backstroke whilst applying the touch turn to increase pace on the turn to maintain speed through the water.
Half Term 3	Table Tennis - Students will revisit skills developed in year 8 through singles gameplay in a ladder tournament format. The focus will then change to outwitting the opponent, utilising both backspin and topspin on both the attacking shots and net shots. Handball - Students will develop their understanding of breaking through the defender to enter the 6m line using the drive. They will then develop combination around the 9m line to create goal scoring opportunities. The SOW concludes with an introduction to creating width on the court.
Half Term 4	Football - Students will start with exploring different defensive structures and strategy, including the possession press and how to best utilise a compact defensive set-up. The SOW progresses into sending and receiving over a distance and exploring methods of beating an opponent during small sided games. Athletics - During athletics lessons, students will complete lessons in a cycle of track, throw and jump. Results during lessons are compared to English Schools Athletics Association guidelines and awarded in a bronze, silver and gold system.
Half Term 5	Cricket - Students will progress into setting a field based on the line and length of the bowling delivery. A variety of shots will be explored and decision making during shot selection will also be analysed throughout all lessons. Students will continually develop their understanding of the importance of bowling on a good length.
Half Term 6	Softball - Students will first learn and explore the basic rules and regulations of softball whilst developing their understanding of the intricacies of the game. Students will progress into using the “meat of the bat” and the use of a fly ball in the outfield.
Homework	As students progress throughout their sporting knowledge and ability to analyse performance. As a challenge, try watching a premier league match or an NBA basketball game and start to analyse performance. Questions to consider are why is one team gaining more success than the other and how are the opposition building an attack?
One thing to read	Sport-related current news and published reports about the World Cup this summer. England Rugby RFU Secondary School’s rugby ready rules. Basketball- Lazlo Nemeth Handball for beginners- England Handball
Skills you need to start with	The basic invasion game rules and principles developed from year 7. Basic competency relating to hand-eye co-ordination Competent level of physical fitness.
What the current Year 8 say	“I look forward to my PE lessons in year 8, the skills we develop and practice are more advanced than in year 7 and I feel I have improved a lot this year”
By the time you finish KS3 you’ll be ...	A competent and reflective well rounded sportsman who is able to listen to and provide feedback on performance throughout both individual and team based games.



Design Technology - Year 8

<p>Rotation 1 (9 weeks)</p>	<p>Snack Dispenser Project Students will use hand tools and machines to make a fully functional snack dispenser out of wood. The design should be quirky and creative and can hold nuts, seeds or sweets. They will use recycled wood where possible and be taught how to design and make a project in the wood workshop safely and to a deadline. They will actively learn about surface finishes and will be assessed on how well their product functions as a result of accurate making skills.</p>
<p>Rotation 2 (9 weeks)</p>	<p>Casting Key rings Students will understand the process of pewter casting and will cast their own key ring after creating a design through an iterative process of designing, obtaining feedback and making improvements. Students will work in the Engineering workshop following strict health and safety regulations. Once their final outcome is made, students will look into the theory of enterprise.</p>
<p>Rotation 3 (9 weeks)</p>	<p>Food Students will build on skills and understanding from Year 7 and learn in further detail about food safety and hygiene including cross contamination, temperature control, and safety in the kitchen. They will develop knowledge of healthy eating, balanced diets and will be taught how to read recipes. The course develops the learners' knowledge and skills for more advanced theory and practicals in Years 10 and 11 where basic principles of food studies are then applied to food and nutrition.</p>
<p>Rotation 4 (9 weeks)</p>	<p>Living Spaces Project In the living spaces project, students are required to use the craft knife skills that they learnt in Year 7 to a much higher standard in order to create a model of an interior, including furnishings, using paper, card and boards. Students will first draw the interior using 3D drawing methods that they will be taught such as 1 point and 2 point perspective. The introduction of fabric to the project for soft furnishings will be an optional challenge for the students. They will be assessed on the accuracy of their making skills.</p>
<p>Homework</p>	<p>A variety of tasks depending on the focus of the project ranging from research and presentation, drawing and designing, communication of ideas and analysing, evaluating and testing.</p>
<p>One thing to prepare...</p>	<p>Students are expected to be creative and draw inspiration from the world around them. Trips to galleries and museums in and around London can help this and students are always encouraged to take a sketch book with them to record ideas that can be used in their school projects. Ideas can be recorded as notes, sketches, photos or collages. Students can also find ideas in art and design magazines and at craft fairs.</p>
<p>Skills you need to start with</p>	<p>Using basic equipment including a pencil, colouring pencils, fine liners, a ruler and a protractor. Knowledge of the differences and uses of sellotape, double sided tape and masking tape will also help.</p>
<p>What the current Year 8 say</p>	<p>"I needed a key ring and that is just what we made in our lessons. Brilliant!" "I am beginning to understand all the work that goes into designing and making everyday items we all use."</p>
<p>By the time you finish KS3 you'll be ...</p>	<p>Practised in the various aspects of the linear design process (research - designing - making - testing and evaluating). Have a deeper understanding of and working knowledge of different material areas (plastic, wood, metals, paper and boards and food). Be able to create both computer and hand drawn sketches and working drawings and be able to use a range of tools, equipment and stationary safely and confidently.</p>



Spanish - Year 8

Half Term 1	Talking about a past holiday Using the preterite Saying what you did on holiday Describing the last day on holiday Saying what your holiday was like Giving a presentation about your holiday Making your sentences interesting EXTRA Using present & preterite together
Half Term 2	The importance of languages Your mobile Music you like Talk about tv Say what you did yesterday NAVIDAD
Half Term 3	Talk about food you like Talk about mealtimes In a restaurant Talk about what you are going to buy
Half Term 4	Give an account of a party Arranging to go out Making excuses
Half Term 5	Discussing getting ready to go out Talk about clothes Talk about sporting events
Half Term 6	Describing a holiday home Describe holiday activities Ask for directions Talk about summer camps Use three tenses
Homework	You'll be given one homework a week – learning for a spelling test, using ActiveLearn (online package), worksheet etc
One thing to research	Look at some Spanish comics on-line "Mafalda" is funny!
Skills you need to start with	Listening, speaking, reading and writing! Don't worry about making mistakes when you speak – no-one will laugh!
What the current Year 8 say	"Wow now I can talk about technology – my mobile, music I like and programmes I watch – really useful"
By the time you finish KS3 you'll be ...	Able to talk about food, going out and understand directions – you will begin to have an understanding of using different tenses – past, present & future



ICT and Computing - Year 8

<p>Half Term 1</p>	<p>Websites Students will be able to evaluate different websites for different purposes, identify key elements of a website and design a website for a specific target audience.</p> <p>Students will create a website for a specific target audience and then evaluate their website</p>
<p>Half Term 2</p>	<p>Binary Students will identify that binary data is made up of 1s and 0s, demonstrate understanding of how binary representation works (e.g. 101 = 5)</p> <p>Students will convert numbers from binary to decimal and vice-versa and students will be able to perform addition and subtraction with binary numbers.</p>
<p>Half Term 3 + 4</p>	<p>Python Programming Run simple Python programs in Interactive and Script mode. Write programs using different types of data (e.g. strings and integers) Correctly use different variable types (e.g. integer and floating point), assignment statements, arithmetic operators.</p> <p>Use relational operators to control the order in which program statements are executed and in what order (if and while statements) Use comments to document their programs and explain how they work</p>
<p>Half Term 5</p>	<p>Hardware and Software Students will be able to identify different types of embedded systems Students will be able to explain different types of secondary storage Students will be able to describe to use of different software</p>
<p>Half Term 6</p>	<p>Creating Graphics Students will evaluate current animated characters Students will design a graphic for a specific target audience Students will create a graphic for a specific target audience Students will evaluate their graphic</p>
<p>Homework</p>	<p>Students are expected to complete <i>at least</i> two pieces of independent study per week; this could be an online Doodle activity such as a content PowerPoint, followed by a revision and learning-check quiz, or a more extended, written assignment that could require additional research.</p>
<p>One thing to research</p>	<p>The different languages used by programmers to make the games you play everyday.</p>
<p>Skills you need to start with</p>	<p>Problem solving and analytical skills</p>
<p>What the current Year 8 say</p>	<p>“starting to learn a language that programmers use in industry was difficult but great fun when you get your programme to work!”</p>
<p>By the time you finish KS3 you'll be ...</p>	<p>Ready to start writing more developed programmes for your GCSE course.</p>

