

THE TERM AHEAD IN



Art – Year 8

CURRICULUM INFORMATION

Our theme is **Pop Art**:

Pop Art is the second Art movement we will be learning this year. It took place 40 years after the Surrealist Art movement that we learnt about in term 1.

This project will be our 1st 3D project, we are going to design and then make a 3D 'explosion' made from coloured card to display around school.

We will learn the new technique of 'typography' as well as 3D layering and collage techniques.

The main artist we will be looking into is Roy Lichtenstein.

HOMEWORK EXPECTATIONS

Students should use the bi-weekly home learning document to ensure they have a solid grasp of the techniques and vocabulary used in our lessons

ASSESSMENT

Knowledge assessment:

- Takes place in the last 2 weeks of the spring term

Skills assessment

- Using the teachers feedback, pupils will have an opportunity to act on that feedback within a dedicated lesson

TRIPS

CAREERS EVENTS

THE TERM AHEAD IN



Computer Science – Year 8

CURRICULUM INFORMATION

We are learning 'Data Representation', learning how the computer understands binary only and how then how numbers, text and images are converted into binary.

We will then move onto 'Computer Networks' There will be an end of topic assessment for each area that will check pupils understanding.

HOMEWORK EXPECTATIONS

There will be 2 quizzes per topic area on TEAMS to complete. This is to go alongside the

Bi-Weekly KS3 Knowledge Booklets.

ASSESSMENT

Each unit of work completed will be followed by an assessment.

Assessments will be a mixture of paper based and online forms.

This term the spreadsheets test will be a practical test.

TRIPS

CAREERS EVENTS



CURRICULUM INFORMATION

Overview:

Students will explore the story of Alice in Wonderland and begin to consider non-naturalistic ways a narrative can be told to an audience. They will explore new techniques which will use movement to represent the story to an audience rather than showing it literally. Students will learn about how to create sound for a performance and how this can add mood and atmosphere to a scene. We will also explore how the context and setting of a performance can impact the characters.

Key Knowledge:

- Characterisation
- Physical skills
- Vocal skills
- Body-as-prop
- Developing movement to represent a story
- Non-naturalism
- Context
- Soundscape

HOMEWORK EXPECTATIONS

Students are provided with a knowledge organiser, they should use this at home to revise key terms, skills, and techniques for the term. This will be tested via do now activities and questioning in lessons.

ASSESSMENT

Students will be assessed in the final lessons of the term, completing a practical performance which encompasses all the skills learnt. They will perform their piece for assessment and evaluate this within class time.

TRIPS

Priestley Showcase – Tuesday 10th February

Lowry Theatre Trip – Thursday 8th January

CAREERS EVENTS

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THE TERM AHEAD IN



DT – Year 8

CURRICULUM INFORMATION

Year 8 will be learning about Health and safety in a DT workshop, pupils will be familiarising themselves with main differences between a normal class room and a DT workshop. All pupils will then be starting to design and make a personalised picture frame, pupils will be conducting some research about their chosen client and then will produce some design ideas followed by a final design. Pupils will then move on the making part where they will use a wide range of hand tools and machines to produce this high quality product.

HOMEWORK EXPECTATIONS

Students should use the bi-weekly home learning document to ensure they have a solid grasp of the techniques and vocabulary used in our lessons

ASSESSMENT

TRIPS

CAREERS EVENTS



CURRICULUM INFORMATION

'Storms, Islands and Us'

This term, Year 8 will begin their English lessons by exploring the literary world Shakespeare's *The Tempest* and a host of cultural and diverse poetry and prose. Beginning with an exploration of how the English Language has changed over time to the contextual richness of colonialism, our students meet Caliban and Prospero as evil plans are unhatched.

Some of the stories pupils will be exposed to are:

- *The Tempest*
- *The Kite Runner*
- *Half of a Yellow Sun*
- *Writers such as Chimamanda Ngozi Adiche, John Agard, Caleb Femi and more!*

Throughout this topic, pupils will develop their ability to read a range of cultural literary influences whilst heightening their understanding of a world full of diversity. Furthermore, they will build on their writing skills from Year 7 by explicitly practising ambitious sentences structures and descriptions based on the new worlds they encounter.

HOMEWORK EXPECTATIONS

Pupils are provided with reading and comprehension homework where they will be expected to complete it to the best of their ability. English homework also includes key vocabulary that will be used in class.

ASSESSMENT

Pupils will complete a formative assessment every few weeks based on the themes, topics and skills covered in lessons.

Pupils will also complete a larger assessment each term based on the prior learning of this term.

TRIPS

We are exploring new and exciting trips for our KS3 cohort such as visits to the theatre to watch shows based on our topics across the curriculum.

CAREERS EVENTS

In English, we are always supporting possible career avenues where pupils can use their knowledge and skills from their English lessons. For example, we encourage students to realise that almost every job requires literacy skills from speaking and listening, writing and reading and being able to show perception about the world around us. English equips all pupils with the ability to analyse situations, language and discourse with detail.

Some careers events include author talks and visits, 'University' master classes, competitions and challenges where their writing can be recognised.



CURRICULUM INFORMATION

In food technology this term, we will be focusing on special diets and how recipes can be adapted to suit individual needs. We will learn about several special diets including Vegetarian, Vegan, Pescatarian and omnivorous diet. We will try to understand some of the reason people follow a special diet including religion, culture, medical, ethical or environmental factors.

We will also learn about how allergies and intolerances may cause a person to need a special diet, and the risks involved in eating foods we may be allergic or intolerant to.

We will look at the law called 'Natasha's Law' and why this is now a law all food providers must follow in the UK.

We will also revisit our work on a balanced diet and the Eatwell guide and extend it to look at deficiency disease including Scurvy, Rickets and Anaemia.

We will also extend our year 7 work on food hygiene while looking at the temperature foods need to be cooked and stored at for them to be safe to eat.

We will cook several recipes which help use better understand the themes above including Sausage or cheese rolls, Spaghetti Carbonara and stir fry.

HOMEWORK EXPECTATIONS

Pupils will be provided with a recipe book which includes recipes will be cooking in school which they can try at home.

ASSESSMENT

Pupils will have their practical work assessed by the teacher and photos will be taken as a record of their skill level.

TRIPS

Pupils will have the opportunity to take part in a restaurant experience.

CAREERS EVENTS

Pupils will be able to explore career prospects within the food Industry. This will be done through calling experts in the field to come and do talks with pupils at our local school, or even by taking pupils out into different catering settings to show the numerous opportunities that the industry offers those who wish to explore it and delve deeper.



CURRICULUM INFORMATION

This term we are learning to describe where we live. We will first look at describing our home and look at different types of accommodation before moving on to describing our town and the facilities it offers.

In doing so, we will develop the key skills listed below, which will be built on and further developed during the course of their language studies:

- Expressing and justifying opinions
- Using a relative clause (qui, où)
- Conjugate a regular '-er' verb in present for different pronouns
- using the negative form

HOMEWORK EXPECTATIONS

1. Pupils will complete fortnightly tasks in their French homework booklet which will include the following tasks:
 - Vocabulary building
 - Listening
 - Reading
 - Writing/speaking skills
 - Cultural capital gain
2. Pupils will be asked to learn weekly vocabulary lists of 10 items to prepare for the summative assessment at the end of TERM 2.

ASSESSMENT

Pupils will complete an assessment on the topic 'Where I live' which will include vocabulary/sound recognition, grammatical multiple choice questions, reading & listening tasks as well as an independent written response. The assessment will also include coverage of the 'Self, family & friends' topics from year 7.

TRIPS

CAREERS EVENTS



CURRICULUM INFORMATION

We will be learning about Development. Here pupils will get to grips with some of the big questions that affect our world including, poverty and the development gap. This will link to Population and Urbanisation, topics completed at the beginning of year 8. Pupils will complete an assessment including a range of multiple-choice questions and extended questions at the end of the topic.

Our next topic we will be learning about tectonics. We will look at where and how tectonic hazards are formed around the world. From this we will look at case studies of named places including Haiti, Japan, and Iceland. Pupils will complete a key piece at the end of this topic.

HOMEWORK EXPECTATIONS

Pupils will complete weekly tasks in their Geography homework booklet. This will consist of the following:

- Spelling
- Reading
- Skills
- Knowledge

ASSESSMENT

Pupils will complete an assessment on the topic 'Development' including a range of multiple-choice questions and extended responses at the end of the topic.

TRIPS

CAREERS EVENTS



CURRICULUM INFORMATION

We will be learning about the Industrial Revolution and Reform. We'll look at cotton textiles, factory life, social and political reform and law and order. Pupils will be answering the enquiry question on the significance of Reform during the Industrial era. Pupils will develop their disciplinary knowledge of source analysis, asking questions about sources and evaluating their utility for a historian.

After this enquiry, pupils will learn about the British Empire. We'll look at the early Empire and Victorian Empire, including studies of India, Ireland and Africa. Pupils will be answering the enquiry question on changing ideas over time. Pupils will develop their disciplinary knowledge of significance and how far they agree with historical statements.

HOMEWORK EXPECTATIONS

Pupils will complete weekly tasks in their History homework booklet. This will consist of the following:

- Knowledge organiser
- Reading and comprehension
- Extended writing

ASSESSMENT

Pupils will complete an assessment on the topics 'the Trade of Enslaved people' and 'Industrial Revolution and Reform' including a range of multiple-choice and short answer questions and extended responses at the end of the topic. Knowledge of previous topics will also be assessed.

TRIPS

CAREERS EVENTS



CURRICULUM INFORMATION

We are learning topics on; area, volume and density; equations and inequalities; indices and standard form; and interpreting and representing data.

Useful websites

Pupils can use Mathswatch for any independent revision by logging into the website Mathswatch.vle

The login is...for example,

24smithj@penketh

Penketh (with a capital P)

HOMEWORK EXPECTATIONS

Pupils are expected to complete homework every week, alternating between an appropriate level step homework or a topic-based homework which could be on-line or a worksheet.

ASSESSMENT

Pupils will complete an assessment every few weeks based on the topics covered in lessons.

Pupils will also complete a larger assessment each term based on the prior learning.

TRIPS

CAREERS EVENTS

Links to different careers in Maths are made where appropriate. We also take a closer look at the Maths needed in Astronomy and Sports.



CURRICULUM INFORMATION

This term, Year 8 will explore Popular Music, focusing on different eras and genres.

Pupils will listen to a range of popular music styles and analyse their key features, including rhythm, melody, and instrumentation. They will perform on keyboard, ukulele, and guitar, learning notation and tablature to develop technical skills.

Pupils will then rehearse to create a full band performance using the chosen performance disciplines.

Across all these lessons, pupils will be developing theoretical knowledge of what the elements of music are, being exposed to key terminology which they will develop as they progress through their music learning journey in Key Stage 3.

HOMEWORK EXPECTATIONS

Pupils are expected to complete a short quiz which will be set on Teams.

This will be used as a medium for teachers to check for understanding of pupils and test their recall of knowledge.

ASSESSMENT

Pupils will be assessed based on their practical performances, in which they will demonstrate their skills of popular music ensemble playing.

Pupils will learn to analyse different styles of music using taught vocabulary. This will be assessed upon the start of every lesson through the 'DO NOW' activity.

TRIPS

Pupils can access additional experiences in this subject by attending enrichment outside of class time.

Instrumental lessons available on request.

For other ensemble opportunities please see the main board in the department.

CAREERS EVENTS

Pupils will be able to explore career prospects within the Music Industry. This will be done through visiting experts in the field coming in to do talks with pupils at our school, or even by taking pupils out into different musical settings to show the numerous opportunities that the industry offers those who wish to explore it and delve deeper.



CURRICULUM INFORMATION

BOYS

Basketball - We will be learning to improve our Basketball performance by improving our passing, dribbling, shooting, attacking and defending skills in both isolated and conditioned practices. Pupils will have the opportunity to learn the correct technique of each individual skill and apply it in small-sided game situations. Pupils will be assessed individually against set Basketball criteria and provided with feedback on their performance.

Health Related Fitness – Pupils will be learning about the different methods of training that relate to sports performance and exercise. This will cover topics such as static and passive flexibility training, continuous, interval and fartlek training, acceleration and interval sprints, circuit and weight training, plyometric training and SAQ training.

GIRLS

Trampolining - We will be learning to improve our Trampolining performance by improving our body tension, movement, body awareness and spatial awareness through flight in a controlled setting. Pupils will have the opportunity to learn the correct technique of each individual skill and apply it during individual performances. Pupils will be assessed individually against set Trampolining criteria and provided with feedback on their performance.

Outdoor Adventurous Activities – We will be learning about the different types of Outdoor Adventurous Activities and completing tasks related to orienteering. Pupils will learn skills related to teamwork, map reading and basic compass work.

HOMEWORK EXPECTATIONS

ASSESSMENT

Pupils will be assessed against a range of Physical Education criteria at the end of each unit of work. Pupils will self-assess their work, using their own assessment booklets whilst also receiving summative feedback from their class teacher.

TRIPS

School Fixtures

Boys – Basketball, Rugby League

Girls – Football, Netball

CAREERS EVENTS

Sport Cluster Career Talks



CURRICULUM INFORMATION

Curriculum PD: Relationships Unit

1. What is consent?

Understanding consent in a deeper sense – verbal and non-verbal cues.

2. Can I change my mind when giving consent?

Understanding assumptions related to consent and how to challenge these. Identify common assumptions.
Understanding the right to withdraw consent.

3. How can I develop realistic and healthy relationship values and expectations?

Understanding how to develop realistic and healthy relationship values and expectations. Be able to articulate relationship values.

Identify healthy and unhealthy relationship behaviours and suggest ways to respond.

4. How can I challenge unrealistic expectations?

Know how to challenge unrealistic relationship expectations. Understand dangers of sending intimate images. Recognising and challenging gender stereotype expectations.

5. What is the difference between sexual orientation and gender identity?

Understanding and respecting the spectrum of gender identities and sexual orientation. Understanding the difference between sexual orientation and gender identity.
Understanding empathy with other people's situations.

HOMEWORK EXPECTATIONS

Homework in Personal Development is set once per term and consists of wider reading opportunities based on topics that are being covered in the current unit of work. Pupils are required to read a digital news article that is provided to them by their teacher, followed by completion of reading comprehension questions in a self-marking quiz on Microsoft Teams.

ASSESSMENT

Pupils are assessed once per term using Assessment Mind Maps. Pupils complete a mind map at the start of each unit demonstrating their existing knowledge. They then revisit the mind map at the end of the unit, adding all new knowledge acquired throughout the term, thus demonstrating progress. Personal Development is a non-examined subject, so there are no formal assessments.

TRIPS

CAREERS EVENTS

Learning is linked to skills necessary for the future, including further education and careers.

THE TERM AHEAD IN



Core RE - Year 8

CURRICULUM INFORMATION

We will be studying the Faith and you unit. In which we will be learning about the religion of Buddhism. We will be investigating key beliefs, teachings, and practices within the religion and how to analyse their impact on Buddhists daily lives and on the world, we live in.

HOMEWORK EXPECTATIONS

Pupils should independently use the biweekly vocabulary booklets.

ASSESSMENT

Pupils will complete an assessment at the end of the unit via teams.

TRIPS

CAREERS EVENTS



CURRICULUM INFORMATION

We are learning about Revenge and Passion through short stories and extracts from fiction and non-fiction. The focus is to improve pupils' independent skills to clarify vocabulary, skimming and scanning and discussing authors' viewpoints and purpose. This supports the whole school curriculum, supporting pupils in independent reading.

During form reading, pupils are reading 'Wuthering Heights – A retelling' by Tanya Landman. This is a reading for pleasure session and pupils are encouraged to discuss the novel, read aloud and listen to others.

HOMEWORK EXPECTATIONS

Pupils will be given reading homework across their subjects.

We encourage pupils to read independently outside of school, this can be fiction or non-fiction. To support this, there are reading lists on our website.

ASSESSMENT

Summative assessments of reading skills will take place each term using NGRT Assessments.

TRIPS

CAREERS EVENTS

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Science Year 8

CURRICULUM INFORMATION

Pupils will begin the academic year looking at diet and digestion this will focus on what makes a healthy and balanced diet and then what are the impacts of an unbalanced diet on our health and how our body deals with food. We will then move on to chemical reactions which will develop pupils' knowledge of endothermic/exothermic reactions and displacement reactions. The final unit of the term will look at the different types of energy stores and how they can be converted from one form into another.

HOMEWORK EXPECTATIONS

This will take the form of a short quiz released on teams every Monday which will be due for the following Sunday. There will be a video to support pupils answering the multiple-choice questions in the quiz.

ASSESSMENT

Pupils will take assessments each tab which will be cumulative and consider all prior learning from the academic here. Assessment will have a range of questions from multiple-choice short and extended answer.

TRIPS

CAREERS EVENTS

Careers will be featured in discussion and activities through lessons in the curriculum and students will be informed how what they are learning could feature in career pathways.