



Year 8 Curriculum

2014/15

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Please see below a brief outline on the work covered in each term by the subjects your son takes in Year 8. You may also find details of textbooks used, suggested websites and reading where appropriate.

Art

Term 1 Topics	Term 2 Topics	Term 3 Topics	Suggested websites
Ceramics Foundation: Learn basic construction methods in clay namely Pinch, Coil and Slab. Pupils also experiment with the application and effects of Glazes.	Sense of Place: Investigating the urban environment through Photography and Painting. Units covers line, pattern, colour and perspective. Group work.	Synaesthesia: Learn about Abstract Art exploring the union of the senses. Pupils respond intuitively to musical extracts through painting, learning about composition, balance, rhythm, repetition and colour.	http://www.lakesidepottery.com/HTML%20Text/Methods%20of%20Handbuilding.htm http://en.wikipedia.org/wiki/Wassily_Kandinsky http://en.wikipedia.org/wiki/Friedensreich_Hundertwasser

Drama

Term 1 Topics	Term 2 Topics	Term 3 Topics
Students develop their skills in Communication, Control, Confidence, Concentration and Co-operation through a variety of exercises. This culminates in an assessment using Still Image techniques. They then develop roleplay and improvisation skills, ending in an assessment where they re-visit the work they have improvised.	Students work on Devising. They learn about responding to stimulus materials and developing drama work using their own ideas and imagination. This ends in an assessment where they use a 'Cliff-hanger' technique. They then move on to Stage-fighting, where they learn a range of basic stage-fighting moves and use these to design, devise and perform a piece of fight choreography.	Students carry out some script work. They learn how to explore character and use staging techniques. The students develop the scripted piece through a rehearsal process. They then perform the piece for assessment.

Design Technology

Term 1 Topics	Term 2 Topics	Term 3 Topics	Comments
Food Technology. A weekly recipe cooked by the pupils in the school kitchen. This covers the basic skills needed as a foundation for future recipes as well as a range of equipment. Skills include: chopping, peeling, base for 'sofrito', rubbing in, blending, pastry, rolling, kneading to name a few. A booklet with worksheets covering aspects of food such as safety and hygiene, costing, evaluation, healthy eating and nutrition and a project covering the DT skills applicable to GCSE later on is completed at the end of every practical and tasks set for homework.	Resistant Materials two projects in the workshop one using wood and the other using plastic. Each project carried with it designing lessons too.	Designing using Google Sketch up to work on a variety of projects. A foundation skills graphics booklet which covers basic drawing and rendering techniques.	We have a carousel system whereby the groups rotate six times throughout the course of the year between three different teachers.

English Language

Term 1 Topics	Term 2 Topics	Term 3 Topics	Comments
<p>Reading and Writing Comprehension Exercises</p> <p>Students read analyse and evaluate a number of Texts, both Fiction and Non-Fiction, followed by Discussion and Comprehension Activities (including traditional shorter answer questions and more modern analytical issues for debate).</p>	<p>Grammar, Spellings. Punctuation, sentence Structure, Paragraphing and Pronouns, are some of the many grammatical points dealt with, trough a variety of miscellaneous exercises, carried out in class on a regular basis.</p>	<p>Extended Writing e.g. Newspaper Articles, Speeches, Scripts, and Essays (all of which familiarise the students and prepare them for the requirements included in the GCSE English Language Specification).</p>	<p>Each teacher uses different textbooks, selecting relevant material There is an element of flexibility, regarding when each activity takes place.</p>

English Literature

Term 1 Topics	Term 2 Topics	Term 3 Topics	Comments /Textbook used
<p>Shakespeare</p> <p>Students read and discuss key ideas involved including Tragedy ("Macbeth", "Othello"), Comedy ("As you like it", "Twelfth Night") Historical/Political ("The Tempest, "Hamlet"). Undoubtedly, this will help towards opting for English Literature in Year 10.</p>	<p>Classic Novels, such as "Frankenstein", "Great Expectations", "Gulliver's Travels", Conan Doyle, using Abridged Versions, as well as modern texts, such as" The Curious Incident of the Dog in the Night-time", "The Boy in Striped Pyjamas" and " Noughts and Crosses"</p>	<p>Poetry, especially War Poems, and Selected Poems from AQA Compilation. This includes generic topics such as Relationships, Nature and Man, Love and Characterisation. Poetic Styles and structures are introduced to the students, with a view to preparing them for the Poetry Section in Year 10 English Literature.</p>	<p>Abridged or Comic Strip Version of Shakespeare's plays Obviously, every teacher has his or her own favourite texts, and would inevitably choose these. Popular ones are "The Boy in Striped Pyjamas", "Z for Zachariah" and "Lord of the Flies".</p>

French

Term 1 Topics	Term 2 Topics	Term 3 Topics	Textbook used /Suggested websites	Comments
<p>Introductions: greetings, alphabet, gender of nouns, using a dictionary to find out gender, objects used in class, possession using 'de', numbers 1-31, age, dates, plural nouns, there is/are, classroom instructions, cultural activities</p> <p>Family: family members, asking and answering questions about brothers and sisters, present tense of avoir, s'appeler and être, subject pronouns, numbers 32-69, possessive adjectives, pets, colours, negatives, agreement of adjectives, present tense of aimer, descriptions, prepositions, pronunciation</p>	<p>House and home: where you live (location and type of home), rooms in the house, describing your bedroom, dictionary skills, regular -er verbs in the present tense, activities done at home, house chores, telling the time, cultural activities</p> <p>In town: places in town, there is/are not, directions, present tense of aller and other common irregular verbs, asking questions with Est-ce que...? and Qu'est-ce que...? expressing opinions</p>	<p>School: subjects, Pourquoi? And parce que, daily routine, 24 hour clock, numbers 70-100, Combien de, reflexive verbs, pronunciation and spelling rules, cultural activities</p> <p>Free time: pastimes, aimer + infinitive, sports, jouer à + definite article, faire de + definite article, adverbs of time and frequency, ne...jamais, conjunctions</p>	<p>None. The students follow the Boardworks KS3 French Course which is delivered through the Smart Board in class and accessible to students at home online through their Doodle account.</p> <p>http://www.linguascope.com https://www.doddlelearn.co.uk/app/login?/ http://www.wordreference.com https://www.duolingo.com</p>	<p>Students will need a bilingual French - English dictionary. A pocket size one will do at this stage. A set of verb tables is also highly recommended.</p>

Games

Term 1 Topics	Term 2 Topics	Term 3 Topics	Suggested websites
<p>Outwitting Opponents. Develop Fundamental Basic Skills. Team work and social skills. Understand benefits of exercising safely. Basic Rules and scoring of Games activities. Activities - Football, Basketball, Badminton, Hockey.</p>	<p>Outwitting Opponents. Fundamental Basic Skills. Develop Communication and Leadership skills. Leading a warm up. Learn Basic Rules and scoring of Games activities. Health and Fitness. Benefits of Healthy Lifestyle - Diet/Nutrition/Exercise. Mental Social and Physical Well Being. Activities - Rugby, Fitness/Circuit Training/ SAQ, Volleyball.</p>	<p>Outwitting Opponents. Basic Rules and Scoring. Basic core skills. Develop Teamwork and group Cohesion. Basics Tactics and planning principles. Athletics events. Develop Fundamental Skills and apply in competitive situation. Principles of Sportsmanship. Activities - Athletics Track and Field, Tennis/ Paddle Tennis, 5aside Football.</p>	<p>www.bbcbitesize.co.uk www.sites.google.com/a/baysideschoolgibraltar.gi/bayside-pe-departments/</p>

Geography

Term 1 Topics	Term 2 Topics	Term 3 Topics	Textbook used /Suggested websites
<p>Geographical skills Geographic skills provide the necessary tools and techniques for us to think geographically. They are central to Geography's distinctive approach to understanding Earth's physical and human patterns and processes.</p> <p>Students will learn these valuable skills by being introduced to various map types. Looking at key Cartographic skills such as interpreting contour lines, map symbols, scale and grid references. This is in addition to appreciation of place via use of longitude and latitude with aspects of GIS incorporated into this.</p>	<p>Plate Tectonics The Earth's outer layer is made up of a series of moving, interacting plates whose motion at the surface generates earthquakes, creates volcanoes and builds mountains and ultimately leads to how life has developed on earth and continue to change to this very day.</p> <p>Students will be made aware of structure of the earth upon which life is formed and be made aware of the theories which drive plate movement such as convection currents in the earth's mantle. Students will look at the different plate edges and how they interact with one another looking at resultant volcanic and seismic activity that results from them. We shall be using several case studies during this time to allow empathy to be created in our understanding of volcanic and seismic events and how they affect people finishing off with secondary effects of seismic activity including that of tsunamis</p>	<p>People Everywhere (Population, migration, birth and death rates) The human population has grown from 1 billion to 7 billion in the last 200 years. Studying Population allows students understand how that growth affects them, and how their actions shape the world around them. The content ties in real world learning to the subjects of ecology, human geography, economics, public health, history and civics. Educating students on their impact helps to reduce the human footprint to a sustainable level.</p> <p>Students will be exposed to the basics of population looking at why does population grow and how varies in different countries. It will look at birth and death rates and what causes fluctuations in these to occur. As content develops so does the learning divulging into aspects of Aging populations in regards to limited births occurring especially within MEDC's and the need for migration within some countries. Students will also be exposed to areas of extreme population control such as China's One Child Policy.</p>	<p>No Textbook used though use Geography matters as support on some chapters of relevance dependent on topic.</p> <p>https://sites.google.com/a/baysideschoolgibraltar.gi/geography/ http://www.geographyalltheway.com/ks3_geography.htm http://www.bbc.co.uk/bitesize/higher/geography/#</p>

History

Term 1 Topics	Term 2 Topics	Term 3 Topics	Textbook used /Suggested websites
<p>Islam and Native American Indians</p> <p>Mohammed and the Islamic Faith. 711 and Muslim expansion. Influence on Gibraltar. Weaponry. Islamic Spain; Granada and Cordoba. Islamic achievements; medicine, science, maths architecture etc. The collapse of the Islamic empire.</p> <p>Native American Indians NAI on the screen. NAI tribes. Culture; religion, housing, transport. Importance of the buffalo. Totem pole. Dream catchers. Shaman. Weaponry. The little Battle of Bighorn. Reservations.</p>	<p>Continuation of Native American Indians followed by The life of a pleb in 16/17th century.</p> <p>The influence of superstition and religion.</p> <p>The plague. Crime and punishment. Feudal system. Leisure time.</p>	<p>Industrial revolution</p> <p>Agricultural revolution. Luddites.</p> <p>Textile industry. Factory and Living conditions as a result of modernisation. Transport changes.</p> <p>Slavery</p> <p>Benefits of British Empire.</p> <p>Triangular Slave trade. Capture of slave. The experiences of a slave; the Middle Passage, auction, plantations and resistance.</p> <p>Abolition movement; Wilberforce and Clarkson.</p>	<p>Native peoples of North America by Chanes and Jacobs. Industry, reform and Empire. Britain 1750-1900 by Wilkes and Ball</p> <p>https://sites.google.com/a/baysideschoolgibraltar.gi/history-student-zone/</p> <p>http://www.bbc.co.uk/history/0/</p> <p>http://www.historylearningsite.co.uk/</p>

ICT

Term 1 Topics	Term 2 Topics	Term 3 Topics	Suggested websites
<p>Internet Safety and Cyber Crime; How computers work: Input-Process-Output; Basic word-processing skills.</p>	<p>Image-editing using Xara Designer Pro; Using your computer and the internet efficiently.</p>	<p>Programming: Introduction to Python; Games programming using Scratch.</p>	<p>www.getsafeonline.org; www.childnet.com; www.codecademy.com; www.howstuffworks.com.</p> <p>BBC news - technology website</p>

Maths

	Term 1 Topics	Term 2 Topics	Term 3 Topics	Textbook used	Suggested websites
Foundation	Shapes, Symmetry, Number, Algebra	Angles, Transformations, Coordinates, Algebra	Number, Money, Rules, Coordinates, Algebra	SMP Interact 8T Cambridge University Press	www.bbcbitesize.co.uk www.Mathsmadeeasy.co.uk , www.emaths.co.uk ,
Higher	Algebra, Graphs & Charts, Units of Measure, Fractions & Decimals	Transformations, Algebra, Percentage, Bearings, Probability, Ratio & Proportion	Algebra, Probability, Angles, Polygons, Loci, Distributions	SMP Interact 8C	www.MillionaireforSchools.co.uk
Intermediate	Algebra, Graphs & Charts, Fractions & Decimals, Area & Volume, Estimation	Negative Numbers, Percentage, Probability, Squares & Cubes, Algebra, Area, Units of Measure	Algebra, Distributions, Approximation & Estimation, Bearings, Proportion, Fractions, Loci, Indices	SMP Interact 8S	

Music

Term 1- 3 Topics	Comments
3 whole term modules. Basic music theory using percussion instruments, mainly Glockenspiels. Development of tuned percussion skills.	Groups will rotate every term so that the three modules are completed by the end of the year.

PSHE

Term 1 Topics	Term 2 Topics	Term 3 Topics	Suggested reading
Health and Wellbeing. How to manage transition and how to make informed choices in order to keep your body healthy.	Relationships. Coping with bereavement and learning that violence is not the answer. Fighting prejudice and discrimination. Current affairs.	The Wider World. Young Enterprise 'Learn to Earn Scheme'	A daily newspaper to keep abreast of what is happening around the world.

RE

Term 1 Topics	Term 2 Topics	Term 3 Topics

Working from Weaving the Web booklet, Bible 1. Students will learn, for example, about the Bible as a collection of books. Nearing Christmas students will learn about Christmas through Biblical passages.	Working from Weaving the Web booklet, Bible 2. Students will be looking at, for example, some famous Biblical passages. Nearing Easter the students will learn about Lent and Easter through Biblical passages.	Working from Weaving the Web booklet, Prophets and Prophecy 1 & 2. Looking at Old Testament Prophets and moving on to the study of modern day prophets and for example, their calling for social justice.
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Science

Term 1 Topics	Term 2 Topics	Term 3 Topics	Textbook used /Suggested websites
<p>Safety Acids & Alkalis Keeping Healthy Provides a general introduction into secondary school science for Year 8 students, with a good practical element which they always find refreshing and stimulates immediate interest in the subject.</p> <p>End of topic exam</p> <p>Keeping Healthy: A very good human biology module which covers important themes such as nutrition, heart function and disease, lung function and problems. Importance and measurement of fitness is also included</p>	<p>Atoms elements & compounds Keeping Healthy (II) End of topic exam</p> <p>Sound & Heat Covers two important themes in Physics with a good practical element which allows the development of relevant investigative skills which underpin the entire key stage into GCSE.</p> <p>iPads are used to great effect within this topic, with a variety of different purchased apps which make this topic take another dimension in teaching and learning.</p>	<p>Sound & Heat Atoms elements & compounds As always, chemistry topics have an important practical element which supports the teaching and learning. Once again, iPads have also featured in the teaching of this component.</p> <p>End of topic exam</p> <p>End of Year 8 Exams</p>	<p>New Scientist www.bbcbitese.co.uk</p>

Spanish

	Term 1 Topics	Term 2 Topics	Term 3 Topics	Textbook used	Suggested websites	Comments
Mainstream	<p>Me presento. Giving information about oneself and describing members of the family. Talking about relationships. Use of ser and estar. The present tense. Describing their homes. Talking about daily routine. Use of reflexive verbs. Talking about chores. Talking about pocket money. Mi barrio/mi ciudad - describing the neighbourhood. The future tense and the immediate future. How would you change your city.</p>	<p>Talking about school subjects - likes and dislikes. Describing the school. Use of the immediate future and future tenses. The conditional tense. Describing their ideal school/school of the future. The preterite and the imperfect. What you did in school yesterday.</p>	<p>Free time. Sports, television, music internet and other interests. Verbs jugar/practicar/hacer with relevant sport. Food and drink - healthy lifestyle - the preterite and the imperfect. Talking about the body and illnesses Festivals and festivities, including local ones. Buying for the party/festivity. Going to the restaurant/cafeteria - ordering food and drink.</p>	<p>Mira for GCSE Higher (Pearson) Boardworks</p>	<p>linguascope.com bbc.co.uk/languages/Spanish bbc.co.uk/primarylanguages/spanish/ bbc.co.uk/gcsebitesize/spanish/ spanishdict.com</p>	<p>Students will need a bilingual dictionary (Collins is the recommended one) Watch Spanish television - any programme which is of interest to the student Students will need a bilingual dictionary (Collins is the recommended one). They will also need a set of verb tables (Collins) by Year 9</p>
Second Language	<p>Me presento. Giving information about oneself - age, where you live, nationality. Describing pets - colours. The present tense. Verbs gustar, odiar, encantar with food and drink.</p>	<p>Describing one's room. Talking about the weather and holidays. Giving the time. Talking about school subjects - likes and dislikes. Revise the present tense Describe a day of the week and what they do in school.</p>	<p>Free time. Sports, television, music internet and other interests. Verbs jugar/practicar/hacer with relevant sport. Food and drink - healthy lifestyle - the preterite and the imperfect. Talking about the body and illnesses Festivals and festivities, including local ones. Buying for the party/festivity. Going to the restaurant/cafeteria - ordering food and drink.</p>	<p>Aventura 1 (Hodder Education) Boardworks</p>		