

St Joseph's College

Year 8 Curriculum Overview

- Autumn Term 2016

ART

'Natural forms' Independent Study

Suggested research and preparation – First half term.

1. Research Andy Goldsworthy or another sculptor who uses wire or withies– Bring in colour copies and information.
2. Design an A4 title page in your workbook.
3. Make a resource board of images of shells, fossils, flowers, fruit or leaves.
4. Make an observational drawing of a close up leaf or flower.
5. Collect collage materials to use when developing your final piece.
6. Make an Andy Goldsworthy style piece of artwork and take photographs.
7. Complete an evaluation of your project so far.

Suggested research and preparation – Second half term.

1. Research Shann Spishak - Bring in colour copies and information.
2. Make a resource board of images of fruit or vegetables in dishes and on a patterned fabric background
3. Make an A4 painting of close-up cut fruit or vegetables.
4. Make an A4 black pen drawing of fruit or vegetables that explores pattern.
5. Make a 'press printing techniques' research page.
6. Complete an evaluation of your whole project.

Extension Tasks

Visit a local gallery or museum to look at the work of artists and makers. Keep a record of your visit in your workbook. How does the work make you feel? How has the artist made the work? Etc.

Continue to collect collage materials to use when making your work.

Keep an A5 book where you use black fine liner pen to draw and annotate your ideas.

Regularly take your own photographs to help you to develop your project.

Design & Technology

During year 8 students will study, food, product design and textiles on a carousel system.

In textiles students will design and make a Humbug bag. They will learn about pattern making for textiles products, product designing and will develop an understanding of brand identity; designing their own logo. In addition, textiles students will carry out a wide range of practical activities, including using sewing and embellishment textile techniques.

In textiles students will complete three extended study tasks. These will be:

- Logo research and evaluation of existing logo designs
- Product design page - exploded diagram
- Cotton and denim research

In food, students will study 'Eight tips for eating healthy' producing a range of exciting and nutritionally balanced meals. This will include developing a high level of food safety and hygiene skills and knowledge of ingredient function. They will apply this understanding when developing and adapting recipes. Towards the end of the project pupils will design plan a three course meal with the new knowledge and skills they have gained. They will be assessed throughout the project on their communication and practical work.

Extended study tasks will be: A research task – will include a variety of supermarket challenges to purchase well-balanced meals for their family within a specific budget, paying particular attention to their families' nutritional needs.

In product design students will design and make a clock for the target market of teenagers. Pupils will have the opportunity to expand their knowledge and understanding of the subject area, whilst increasing their confidence within a practical environment. Pupils will use a variety of hand tools to process a wooden base as well as developing high level CAD – CAM skills when making the clock face.

Extended study tasks will include market research tasks, primary and secondary research methods, material investigations as well as marking out and measuring.

English

In English Year 8 pupils will undertake a curriculum geared to prepare them for the new GCSE courses that they will begin in Year 10, but still building upon the skills gained in Year 7. Themes covered early in Year 8 will include Gothic Fiction and a modern novel.

In Year 8 test week students will undertake a GCSE-style test on a fiction text, where inference, language analysis and structural analysis are the key areas tested.

The Year 8 exam will be a GCSE-style non-fiction exam, which will also include an element of functional writing, such as a letter or opinion piece.

English continued

The opportunities for independent and extension tasks are extremely wide ranging. In preparation for the test and exam students need to read a wide variety of both fiction and non-fiction texts.

As well as extended reading around the era of when set texts are written (e.g. Gothic in the 19th Century, the Great Depression...), pupils require the skill to analyse a wide range of texts and therefore reading any text to consider the purpose of the text; the proposed audience of the text and the writer's use of language would be worthwhile. This reading could be in the form of novels, plays, poetry or any non-fiction texts such as newspapers, websites or leaflets. In short, this is practice at examining a text and questioning why the writer has used particular words or presentational features, and to what extent are they effective?

As Victorian literature forms a mandatory element of the new GCSE course, it is advisable that students research Victorian life and / or Victorian fiction and non-fiction texts.

Similarly, any independent writing would be a worthwhile practice too. Pupils are required to write in a number of forms, such as persuasively or informatively. Additionally, any practice of the writing skills such as punctuation or sentence types could be undertaken, with a view to using each specific skill to create a particular desired effect in their writing.

Recommended websites: universalteacher.org.uk www.bbc.co.uk/bitesize/ks3/english/

Modern Foreign Languages

Growth mindset and Mastery

This year, in preparation for the new Modern Foreign Languages curriculum at GCSE, teachers in the MFL department intend to focus more heavily on grammatical accuracy. We also intend to embed a growth mindset culture in order to encourage mastery of the topics studied. A 'can do' approach will allow students to develop resilience, perseverance and the determination to succeed in their language learning journey.

French

During the first half term year eight students will study the present tense of regular **ER**, **IR** and **RE** verbs in the reflexive. They will also study the irregular verb **faire**.

Topics that will be studied include:

- what you do in the morning
- what you do after school
- what you do in the evening
- review of time and time phrases

Modern Foreign Languages continued (i)

Opportunities for home learning, extension tasks or independent learning include:

- Comic strip of the daily routine
- Learn extra vocabulary
- Write a description of what you do after school
- Write and present an account of your week
- Learn and apply the different 'persons' (*je, tu, il, elle, on, nous, vous, ils, elles*) and how they are used

Spanish

During the first half term year eight students will have an introduction to the Spanish language with an emphasis on using verbs in the 1st person singular (*yo*). Use of the verb **tener** in the 1st person singular (including the negative).

Topics that will be studied include:

- Greetings
- Numbers 1-31, age and date of birth
- Ask and answer questions regarding personal information
- Alphabet
- Items in a pencil case / items in a classroom
- An introduction to free time activities

Opportunities for home learning, extension tasks or independent learning include:

- Strategies for learning new vocabulary
- Write and present a small monologue to introduce yourself to new people
- Draw and describe the contents of a pencil case
- Complete a survey of classmates' dates of birth
- Find out about another Spanish speaking country (other than Spain)

Learning vocabulary as it is covered in class is an essential ingredient in language learning and parents are encouraged to practise and "test" vocabulary with pupils whenever possible rather than just for a formal assessment.

Modern Foreign Languages continued (ii)

USEFUL WEBSITES AND RADIO STATIONS FOR MFL STUDENTS

FRENCH & SPANISH: Word Reference – Online Dictionary <http://www.wordreference.com>

– A fantastic online dictionary with a ‘verb conjugation’ tool that is very useful

FRENCH & SPANISH: BBC Bitesize - <http://www.bbc.co.uk/schools/gcsebitesize/> - GCSE-style Listening and Reading questions that you can mark online. Stick to the ‘foundation’ activities. The grammar section is useful for those annoying little words (try *Pronouns* and *When, where and how much*)

FRENCH & SPANISH: Languages online <http://www.languagesonline.org.uk> - A variety of exercises in both languages.

FRENCH & SPANISH: Ashcombe - www.ashcombe.surrey.sch.uk A great website with loads of focussed exercises in both languages.

FRENCH & SPANISH: www.studystack.com Good for vocab revision

FRENCH: Zut! <http://www.zut.org.uk/beginner/year9.html> - This site is available for free apart from weekdays from 10am – 4pm. Listening and Reading exercises divided into topic areas.

FRENCH: French revision <http://www.frenchrevision.co.uk/> - The Intermediate section contains core GCSE vocabulary and some sample exercises.

SPANISH: Spanish revision <http://www.spanishrevision.co.uk/> - The Intermediate section contains core GCSE vocabulary and some sample exercises.

SPANISH: Spanish revision and games www.espanolextra.com Username: jpotts1 / Password: jpspanish - Revision and games.

SPANISH: iOye! <http://oye.languageskills.co.uk/index.html> - This site is available for free apart from weekdays from 10am – 4pm. Listening and Reading exercises divided into topic areas.

FRENCH AND SPANISH RADIO:

It would also be great if students took the opportunity to listen to some French / Spanish radio. Here’s a brief list of a few radio stations / websites by way of an introduction:

French Radio:

- **NRJ** www.nrj.fr – Pop and chart music with some talking – possibly best to have on in the background
- **Le Mouv** <http://www.lemouv.fr/> - French equivalent of Radio 1. Podcasts also available at <http://www.lemouv.fr/podcasts>
- **Radio France** <http://www.radiofrance.fr/> - a variety of stations a bit like the BBC. Try **France Info** for news (don’t expect to understand everything though!)
- <http://www.listenlive.eu/france.html> - a list of all French radio stations streaming online.

Spanish Radio:

- **Activa FM** <http://www.activafm.es/> – Pop and chart music with some talking – possibly best to have on in the background
- **Rac105** <http://www.rac105.cat/radio> - Spanish rock and pop station.
- **RTVE** <http://www.rtve.es/radio/> - Spanish news / info / features
- www.listenlive.eu/spain.html - a list of all Spanish radio stations streaming online.

Geography

We are currently re-designing our KS3 curriculum to help prepare our students for the new GCSE. We are planning to cover 4 topics over the course of the academic year. We are focussing on the principle of growth mindset and are striving to embed common practices that help to make our students more effective learners.

All topics will be assessed using a formal exam based assessment. The questions will assess their knowledge of the work covered throughout the unit and also their geographical skills. This includes cartographic, graph and written skills such as the ability to analyse and evaluate.

In the 1st term we will cover the following topics:

Population Change and Development

- How population has changed through time.
- The Demographic Transition Model
- Population structures linked to the Demographic Transition Model
- Measures of development
- The usefulness of development indicators
- Causes of uneven development
- Consequences of uneven development
- Reducing the development gap
- A case study to show how tourism can aid development

Glacial UK Landscapes, Processes and Management

- The maximum extent of ice cover over the UK during the last ice age.
- Glacial processes of erosion, transportation and deposition.
- Characteristics and formation of landforms resulting from erosion – corries, arêtes, pyramidal peaks and glacial troughs.
- Characteristics and formation of landforms resulting from transportation and deposition -, types of moraine (lateral, medial, terminal)
- The Lake District as a region affected by glaciation to identify its major landforms of erosion and deposition.
- Glaciated upland areas provide opportunities for different economic activities, and management strategies can be used to reduce land use conflicts:
- An overview of economic activities in glaciated upland areas – tourism, farming, forestry and quarrying.
- Conflicts between different land uses, and between development and conservation.
- An example of The Lake District, a glaciated upland area in the UK used for tourism to show:
 - The attractions for tourists (Human and physical)
 - Social, economic and environmental impacts of tourism
 - Strategies used to manage the impact of tourism. (Traffic, footpath erosion, Speed limits on boats, park and ride)

The topics are based on the AQA Geography GCSE and so text books affiliated to this course would be of use to students. Equally there are numerous websites that can help students with their knowledge and revision such as Bitesize and Cool Geography.

History

Students will be assessed throughout Year 8 using GCSE-style questions that assess both their source skills and their ability to use evidence in a well-structured argument. All students have an assessment tracker in their exercise books.

This term's essay-writing assessments will focus on the reasons Henry broke away from the Catholic Church, the closure of the monasteries and Mary Tudor's policy of religious persecution.

In addition, students will also be given a test which will be given a percentage grade. This grade will be reported back to parents.

Opportunities for home learning, extension tasks or independent learning include:

1. Practice questions testing the skills required for each end of topic assessment.
2. Planning tasks to develop written structure.
3. Creative tasks such as designing posters or newspaper articles about the Reformation
4. Research into Henry's wives
5. Creating a biography of each of the Tudors- Henry VII, Henry VIII, Edward VI, Mary I and Elizabeth I.

Whilst the above home learning will be common to all students, individual teachers may set additional home learning as they see fit to meet the needs of their classes or individual students.

Key topics we will be addressing include:

Henry VII

- The Wars of the Roses and the Battle of Bosworth Field
- Problems Henry VII faced and how he overcame them

Henry VIII

- The Kings Great Matter and the divorce from Catherine of Aragon & his wives
- The closure of the monasteries and their impact

Edward VI

- * The problems of a boy King
- * Edwardian religious policy

Mary Tudor

- To what extent did Mary Tudor deserve to be known as Bloody Mary?

Elizabeth I

- * Marriage and the succession
- * Foreign policy and the Spanish Armada
- * The Poor Laws

Websites such as BBC Bitesize, History on the Net and Spartacus schoolnet provide useful, easily accessible extra reading material for students that want to further their study. Likewise, local museums such as the Potteries Museum and Art Gallery, the Etruria Industrial Museum and the Gladstone Pottery Museum, whilst not covering any Year 8 course content, are nonetheless excellent ways of broadening your child's wider historical understanding, particularly of local history. Little Moreton Hall and Ford Green Hall are worth a visit to see a Tudor house. If you plan to visit London, the Tower of London and Hampton Court Palace are excellent.

Computing

8.1 Web Awareness

This unit gives the learner an understanding of the fundamentals of the World Wide Web. Topics include how the Web works, how to be safe and responsible online, an understanding of ethical issues surrounding the use of the Web and also look at security risks and how they can be prevented. This finishes with students sitting an in house exam to examine their understanding of e-safety

Opportunities for home learning, extension tasks or independent learning include:

To further their learning students can visit www.thinkuknow.co.uk which has a wealth of information regarding e-safety. Students will also be given a home learning project where they will be asked to research and present regarding 'Cloud Computing'. They can present this in any way they wish either through PowerPoint or in a written report for example.

Mathematics

This year, in preparation for the new Mathematics curriculum at GCSE, teachers in the Maths department intend to focus more heavily on accuracy and problem solving. We also intend to embed a growth mindset culture in order to encourage mastery of the topics studied. A 'can do' approach will allow students to develop resilience, perseverance and the determination to succeed in their mathematics learning journey.

During the year the students will study

- Long multiplication and division
- HCF, LCM and Prime numbers
- Decimals, Fractions and percentages
- Calculating with fractions
- Rounding
- Percentages

- Trial and improvement
- Solving equations
- Expanding and factorising brackets
- Inequalities
- Real life graphs
- Special and quadratic sequences
- Simultaneous equations
- Similar Shapes
- Angles in a triangle (proof)
- Area and volume (including surface area)
- Constructions and Loci
- Enlargement
- Bounds

Mathematics continued

- Pythagoras
- Two-way tables
- Venn Diagrams
- Scatter diagrams
- Pie charts

Students will be supported and stretched where necessary with extension tasks and some students may find that they are able to go beyond this list with the help of our well qualified staff.

In mathematics practice is key. Please keep testing your child on their timestables and number bonds as they quickly forget these. It would also be helpful to include your child in any maths that you do in your day to day life such as reading the gas meter, or planning to decorate and calculating how many rolls of wallpaper you need.

Students may find the following websites helpful for support, extension work or independent study

www.mymaths.co.uk login: josephs password: circle

www.bbc.co.uk/bitesize/gcse/maths

www.studymaths.co.uk

Music

All students will study the topic 'Blues and Jazz'. Students will gain an understanding of the genre through listening to examples of music, learning to play examples Blues basslines, learning to improvise around the Blues scale and creating group pieces. They will follow the history of Blues and Jazz and discuss its place in modern culture and study the lives and careers of some prominent artists within the genre. Their practical performance and composition work will include singing and keyboard skills although students will also be encouraged to use their wider instrumental skills where appropriate.

In addition to this topic, students will also revise and study areas of music theory including use of musical vocabulary and recognition of instruments and participate in additional performance tasks.

Opportunities for home learning tasks include:

1. Students will research the life and career of notable Blues artists including Muddy Waters and BB King.
2. Students will be asked to listen to extracts of music and give a written musical response which uses subject specific vocabulary.
3. Students will revise theory topics covered in lessons and notation from both Yr 8 and Yr 7 lessons.
4. Students will be asked to further their musical vocabulary to aid analytical tasks.
5. Students will be encouraged to reflect on their practical classwork and set targets for improvement or extension work.

6. Students will be asked to practice individual parts.

Music Continued.

7. Students will be asked to plan areas of their practical classwork as individuals and in small groups to aid progress in lessons.

Whilst the above tasks will be common to all students, individual teachers may set additional home learning as they see fit to meet the needs of their classes or individual students.

Extension Tasks:

1. Listen to a Blues song analytically. Consider how the composer has created the work. Which resources have been used (voices and instruments)? What is the structure? What are the lyrics about?
2. Listen to a Jazz song analytically. Consider how the composer has created the work. Which resources have been used (voices and instruments)? What is the structure? What are the lyrics about?
3. Prepare a performance piece in a group or as a soloist for an assembly.
4. Practice sight-reading on your instrument.
5. Join an extra-curricular ensemble.
6. Volunteer to take part in music for a mass.

Physical Education

Practical Tasks in PE

Pupils will be looking predominantly at their own fitness levels and their ability to work maximally. In conjunction with this they will cover the main team games that we do at St Joseph's including hockey, basketball and netball. Pupils will be encouraged to develop the skills they have learned through year 7 and play in more competitive game situations. It is expected that pupils will be able to lead a warm up specific for activity and identify the benefits of a good warm up.

Practical Tasks in Games

In games lessons pupils will work maximally and look to outwit opponents in a range of team invasion games. Pupils will get the opportunity to force their way into consideration for school teams if they have not previously done so.

Pupils will study a "Health Related Fitness" unit of work which is an important topic in relation to "Lifelong Participation in Sport and Exercise".

Physical Education Contd.

Extension tasks – Independent Study in PE

What are the three categories of a healthy active lifestyle?

What are some of the benefits of exercise? Identify 5 benefits of PE.

Think about why you play the sports you play. Can you identify 5 things that have influenced you in why you play a certain sport. Maybe your friends play it. Write a story about what influences the sports that you play.

How did you get involved in the sport you play? Did you play at primary school? Write a report.

Can you define the terms health, exercise, fitness and performance?

Find Out More: Useful Websites:

<http://adventure.nationalgeographic.com/adventure/>

<http://sports.espn.go.com/espnmag/index>

<http://www.golfdigest.com/>

<http://www.runnersworld.com/>

<http://sportsillustrated.cnn.com/>

<http://www.bbc.co.uk/sport/0/>

<http://www.skysports.com/>

<http://espn.go.com/>

<http://www.guardiannews.com/>

All year 8 students will follow two topics during the autumn term – Vocation and The Work of the Church. The units provide the broad pedagogical approach and guide for progression.

Vocation

What should I do with my life?

What are we called to be?

What is a 'vocation'?

How do people discern their vocation?

How do people live out their vocation?

What does vocation mean to me?

How do Christians show vocation in their daily lives?

How do Christians show vocation by holy orders?

How do Christians show vocation by the sacrament of marriage?

Why is vocation important to Christians?

Opportunities for home learning, extension tasks or independent learning include:

Create a questionnaire surveying people about what they feel their vocation is.

Research the life of a monk or nun.

Interview a person who follows a religious life about their vocation.

To investigate the life of a Christian and how they live/lived out their vocation.

The work of the Church

What is the parable of the Good Samaritan – 'love your neighbour'?

What is CAFOD and what work do they do?

How and why CAFOD is trying to remove world poverty?

What Catholic Social Teaching can be applied to the work of CAFOD?

What is Trocaire and Missio and what work they do?

Why do they do this work and why it is important?

What is SVP and Pax Christi and the work they do?

Why SVP and Pax Christi do this work and why it is important?

Opportunities for home learning, extension tasks or independent learning include:

To read the story of the Good Samaritan in the bible.

To investigate cases in which people have caused damage to themselves and others by exercising their freedom in a negative way.

To complete a research project on the work of CAFOD, Trocaire, SVP and Pax Christi.

To reflect on the difference they make to people's lives and the reasons why this work is important.

Science

All students will be studying the following topics during Term 1:

1. Cells
2. Fossil fuels
3. Energy
4. Microbes and drugs
5. Reactions of acids
6. Waves

Year 8 students have 6 hours of science per fortnight and are taught topics from chemistry, physics and biology. Topic 1 is biology, topic 2 chemistry and topic 3 physics.

The subject teachers will set home learning according to the school and department policy and it may differ from class to class. However, all classes will complete at least one common piece of home learning per topic.

Taking it further

Useful websites/articles, books of interest and possible visits:

1. Jodrell Bank Observatory (near Holmes Chapel)
2. Trentham Monkey Forest
3. Chester Zoo
4. Blue Planet Aquarium (Chester)
5. Leicester Space Museum
6. Manchester Science Museum
7. Natural History Museum (London)
8. Eureka (Halifax)
9. BBC KS3 Bitesize website
10. @Bristol Youtube Channel (<https://www.youtube.com/user/atbristol>)
11. CGP KS3 Revision guides