YEAR 8 CURRICULUM PLANS
2023 - 2024

St Bede's Catholic School & Sixth Form College

Bishop Wilkinson

YEAR 8 CURRICULUM PLANS 2023 - 2024

Year 8 Art		
Term 1	Term 2	Term 3
Project 1 Theme: MONSTERS/MYTHICAL CREATURES. Focus: Further development of the formal elements. Students will select imagery (starting points) in response to the theme of monsters/mythical creatures. They will produce a series of drawings and colour studies whilst developing their understanding of the formal elements: tone, line, shape, texture, and form. Use of photography will support students in developing their understanding of composition. Their drawings will explore the detail found in monster/mythical sources selected, as they produce an exciting range of drawings. Artists: Paride Bertolin, Amy P Williams, Chris Ryniak, James Derosso, and John Burgerman. Staff select appropriate artists for themes explored. KNOWLEDGE-Research & Planning: Students will discuss examples of successful work during group discussions, using exemplar pieces to help plan their own outcomes. Produce responses to other artist's work. MAKING-Skills: Develop painting & 3D skills in a wide range of media & materials. Each response will consider effective use of tone and mark-making, whilst exploring the possibilities each media provides. Materials: Watercolour paints, poster paints., collage/mixed media, ceramics, papier Mache etc. IDEAS: Students will be encouraged to take an experimental approach to creating a painting & 3D final response, considering combinations of materials, obscure angles, and colour schemes to put a personalised style on their work.	**Project 1 Theme: MONSTERS/MYTHICAL CREATURES.** Students will continue project into the Spring term. EVALUATE-Presentation: Students will plan and present sketchbook pages with all the responses they have created. This project will highlight the importance of considering the overall presentation of work to reflect the style or theme of a particular project and how to evaluate own and others work successfully. Drawing materials explored: pencil, fine liner pen, colour pencil. **Project 2 Theme: Still Life** Students will develop their understanding of working from observation, responding to the theme of Still Life. Students will select an area of focus and produce a wide range of responses using varied drawing media. The importance of tone, detail, texture, and composition will be explored through direct observation. The project will be skills based, developing student's confidence, and understanding in the use of the wide range of drawing media. Students will select imagery in response to the theme of Still life. They will produce a series of drawings and colour studies whilst developing their understanding of the formal elements: tone, line, colour, shape, texture, pattern, and form. Students will develop their understanding of composition. Their drawings will explore the detail found in Still life sources selected, as they produce an exciting range of drawings and paintings. Key tasks: Tonal studies, colour studies, mark making studies, artist responses. Drawing materials explored: pencil, fine liner pen, colour pencil. Painting materials- watercolours, acrylic paint. Mixed media: collage.	**Project 2 Theme: Still Life.** Students will continue project into the summer term. ARTISTS: Dutch 17th century still-lives, Cubism, and contemporary still life e.g., Burton Morris, Ron Magnes, Wayne Thiebaud, Claes Oldenburg, Joel Penkman, Dawn Tan, Michael English, Carla Bank, Georgina Luck. FOCUS IDEAS: FOOD- SWEET TREATS. KNOWLEDGE -History of Art, craft, design & architecture. Introduction to a selection of still-life artists. Show examples of different subjects & styles to inspire compositional ideas. MAKING SKILLS- IDEAS- Objects-Still life drawing can be developed in whatever context suits the chosen theme. Tonal shading- demonstrates the tonal range, shading with lines in the same direction & close together. Emphasize the importance of mark making in describing textural surface qualities of objects. Introduce the direction of light source & its importance in defining an objects appearance i.e., light & shadows. This can be adapted to suit style/art movement explored. Coloured Pencil- Introduce & demonstrate technique, emphasising tone & colour blending & burnishing. Emphasise light & shadows & accuracy when blending to attain tone & colour. Encourage students to experiment in sketchbooks. EVALUATE-Presentation: Students will plan and present pages with all the responses they have created. This project will highlight the importance of considering the overall presentation of work to reflect the style or theme of a particular project and how to evaluate own and others work successfully.

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Year 8 Computer Science		
Term 1	**Term 2**	**Term 3**
Understanding Networks & The Internet The aim of this unit is to gain an understanding of the different types of networks there are and learn about the difference between wired and wireless networks. You will also learn about the different network topologies and how they differ. You will learn about the different hardware in a network and the threats facing networks on a daily basis and the ways in which they can be protected. ● Introduction to Networks ● Performance of Wired v wireless networks ● Network Hardware (star and ring topology) ● The cloud, the internet, the WWW ● Threats to a network (rise of the bots lesson) ● Protection methods ● Packets, hosting and DNS	App Creation - App Lab In this unit of work, you will design and create an app of your choice that will be information and interactive. ● App Research ● Logo Design ● Intro into App Lab ● Planning App ● Creating App - Diary Milestones x 3 - 4 Lessons ● Evaluation & Sharing	Digital Graphics In this unit of work, you will learn new skills and knowledge of Digital Graphics. ● 3D Text ● Shapes ● Characters ● Pen Tool ● Expression ● Project x 3 ● Evaluation

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Year 8 Design Technology - Carousel System		
Textiles	**Materials**	**Food Preparation and Nutrition**
The aim of this project is to develop your textile skills and learn a variety of decorative techniques that are used in the textile industry. You will be inspired by the beautiful patterns found on natural forms. You will also learn how to create repeat patterns and be inspired by past and present textile designers to be able to design and sew your own cushion front. You will learn about the textile industry and some of the wider issues surrounding this billion-pound industry. You will research the consequence of fast fashion, along with social, moral and ethical issues. • Demonstrate sewing skills and a range of decorative techniques. • Learn how to use mathematical skills to create repeat pattern. • Learn about Fast Fashion and the implications of this for consumers, society and the wider world. • Understand the wider consequences of the textile industry.	The aim of this project is to ensure students understand basic joinery and be able measure, mark, cut and assemble a basic wooden box. Students will also learn about Computer Aided Design and Computer Aided Manufacture, its benefits, drawbacks and use within manufacture. What is CAD design, laser cut lid linked to industry- How CAD is used in the car design/manufacture process. ❑ Sources of timber- Where the timber we use comes from. How to correctly select a timber for a job based on its properties, cost, availability and sustainability. Impact of timber industry on nature/alternative solutions. ❑ Use of technical drawings, maths and algebra within a practical task- Ability to understand technical drawings. Converting 2D drawings into 3D renderings/products. Ability to use Ikea style instructions in adult life. ❑ Woodworking joints-Introduction to more advanced carpentry/joinery. Using basic hand tools. Understanding of forces, why products are made the way they are, this knowledge underpins most joinery projects they may face in later life. ❑ Using CAD and CAM-ICT literacy, ability to take target market information and translate this into a suitable design. Understanding how to draw on a CAD package, then how a CAM system operates.	The Food Preparation and Nutrition curriculum will encourage students to cook and enable them to make informed decisions about their diet as well as develop vital life skills . Skills and techniques that will allow them to feed themselves and others affordably and nutritiously, now and later in life. The main aims of the subject are ❑ To understand how to store, prepare and cook food safely. ❑ To develop knowledge about the macronutrients and micronutrients in the diet and understanding their importance. ❑ To understand the variety of special/different diets for individuals with nutritional or personal needs. ❑ To identify a variety of cuisines from different cultures ❑ To understand the need to cook food using different methods of heat transfer. **Practical** ❑ How to prepare and make dishes – Students will learn a range of different cooking skills and process, by making a variety of dishes. Food safety practices – Students will demonstrate how to work safety by following the correct safety and hygiene procedures.

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Year 8 English		
Term 1	**Term 2**	**Term 3**
Non-fiction – Inspirational People • Learn about a range of text types, audience and purpose. • Read a range of engaging and challenging texts; analyse and evaluate these texts. Understand conventions of challenging non-fiction texts and utilise these conventions to produce a non-fiction text. **War Poetry** • Read a range of challenging poetry from both pre 20th C and 20th C. • Develop an understanding of poetic techniques and learn how to analyse and evaluate a range of poems.	**Shakespeare: Macbeth** • Read a whole Shakespeare play. • Analyse and evaluate language, form and structure. Learn about the context of a Shakespearean text and consider how this impacts on production and reception. • Gain an understanding of tragedy and the gothic genre.	**Modern Novel (Either 'Cogheart' or 'The Lie Tree')** • Exposure to a more challenging novel which is out of the normal reading experience for most pupils. • Reading for pleasure, reading to decipher meaning and reading to analyse and evaluate language, form and structure. Develop an awareness of authors' intentions and methods, as well as the impact of a novel's context on its production and reception.

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Year 8 French		
Term 1	**Term 2**	**Term 3**
Unit 1: Description of town ▪ Free time activities in town ▪ Giving directions Unit 2: Arranging to go out ▪ Clothes & weather ▪ Hobbies depending on weather Grammar studied: Il y a/ il n'y a pas de Connectives : *mais, par contre* Prepositions *: au/ à la/ à l'/ aux* Subordinate clauses *Il y a… où on peut* + infinitve Imperatives : *tournez/ traversez*/ etc. *Vouloir/ pouvoir* Prepositions Use of *du/ de la/ de l'/ des*	Unit 2 (continued): ▪ Music and national events Unit 3: Types of holiday ▪ Packing for a holiday ▪ Dream destinations ▪ Description of a past holiday ▪ Festivals Grammar studied: Reflexive verbs (present tense) Expressions of time Possessive adjectives - all Present tense-regular *-ir* verbs. Opinions and reasons *J'aimerais/ Je voudrais* + infinitive *prendre* - present tense near future tense the perfect tense of verbs with *avoir*, including irregular past participles perfect tense of verbs taking *être* + agreement of past participle	Unit 4: Sports ▪ Parts of body – sports injuries ▪ Sports personalities ▪ Comparing towns ▪ Daily routine, including in the past Unit 5: ▪ French-speaking Africa ▪ Comparing France and other French-speaking countries ▪ Helping others Grammar studied: *Depuis* + present tense avoir mal + *au/ à la/ à l'/ aux* + parts of body *Je peux/ je ne peux pas* + infinitive Comparisons using *plus/ moins que* Perfect tense with *être*. Use of connectives for contrast. Reflexive verbs Time including 24 hour clock Sequencers

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Year 8 Geography		
Term 1	**Term 2**	**Term 3**
TOPIC 1 WILDERNESS REGIONS IS ANYWHERE IN THE WORLD STILL WILD? • Where are the wild places? • Is Antarctica the last great wilderness? • What threatens Russia's wild places? • Why are the Miombo forests a precious resource? • What threatens the Pantanal wetlands? • Are coral reefs the rainforests of the sea? • What are the most significant threats to wilderness regions? • Is anywhere in the UK wild? • What can we do to protect wilderness? TOPIC 2 CLIMATE CHANGE HOW MUCH ARE OUR INDIVIDUAL ACTIONS RESPONSIBLE FOR CLIMATE CHANGE? • What evidence is there for climate change? • What are the physical and human causes climate change? • What are the different views in the climate change debate? • What are the environmental impacts of climate change? • What impacts is climate change having on health? • What action is being taken at a national and international level? • What can I do about climate change?	TOPIC 3 PHYSICAL LANDSCAPES HOW HAVE COASTAL PROCESSES SHAPED OUR LANDSCAPE? • What happens where the land meets the sea? • What is the influence of waves and tides? • How does geology influence coastal landscapes? • What landforms are created by coastal erosion? • How is material transported at the coast? • What landforms are created by coastal deposition? • What's eating the Holderness Coast • What are the causes and effects of sea level rise? TOPIC 4 GEOGRAPHICAL INVESTIGATION AND FIELDWORK WRITE UP.	TOPIC 5 ICE HOW HAVE GLACIAL PROCESSES SHAPED OUR LANDSCAPE? • What are glaciers and how do they form? • How do glaciers move and change over time? • How can we identify glacial landforms? • What landforms are created by glacial erosion and deposition? • What are the opportunities and challenges caused by glacial retreat? • How and why do glacial landscapes need to be managed? TOPIC 6 ISSUES ANALYSIS INVESTIGATING THE MIDDLE EAST • Location • Climate • Ecosystems • Global connections • Population • Natural resources • Conflict • Qatar 2022

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Year 8 History		
Term 1	**Term 2**	**Term 3**
<u>The Abolition of the Transatlantic Slave Trade</u> • British empire, slave trade triangle, conditions during the Middle Passage. • Life on the plantations and resistance • Abolition movement in Britain and America <u>The British Empire</u> • Expansion during 1700s • Start of the British Empire • The British Empire in India and Indian Independence • The British Empire in Ireland and the War of Independence • The British Empire in Australia • The legacy of British rule in South Africa and Apartheid.	<u>British Empire Continued</u> <u>French Revolution</u> • The Ancien Regime-What caused the Revolution? • Events <u>The Industrial Revolution</u> <u>Economic change</u> • Mechanisation and Coal • The domestic system to the factory system. • Changes to transport <u>Social change</u> • Living conditions in towns- slum areas and health. • Working conditions in factories and child labour. • Conditions in the mines.	<u>Political change</u> • Who was demanding change and why? • Chartism- impact and failure • Women's suffrage, methods, and impact. <u>WW1</u> • Causes Long-Term and Short-Term • Trench conditions, key battles e.g. the Somme, different areas of fighting. • New weapons • Impact on the Home Front

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Year 8 Maths		
Term 1	**Term 2**	**Term 3**
• Perimeter and area • 3d representation • Volume and surface area • Scales and time • Presenting data • Use of calculator • Probability • Sequences	• Ratio and proportion • Speed and density • Transformations	• Linear graphs • Real life graphs • Angles in polygons • Collecting data • Processing data - averages and the range

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Year 8 Music		
Term 1	**Term 2**	**Term 3**
The Blues and Instrumental Programme Music Students learn to read, write and perform blues and programme music using notation. All students should be able to understand and use the basic notation mastered in year 7, and in addition will begin to use occasional dotted minims and dotted crotchets at a moderate tempo. Students will develop an understanding of the key features of the blues music and how it formed the basis of all modern popular music. They will explore programme music composition and how composers use the elements of music to tell stories through music. Students will learn how to recognise the elements of music and how they are used to shape blues music. They will continue develop their ability to identify elemental concepts learned in year 7, and in addition begin identifying major and minor tonalities, and the textures – homophonic and polyphonic. Students will compare and contrast music taken from a range of blues and popular music styles, focusing on the influence of blues composers upon the compositional styles of modern popular composers..	**Instrumental Programme Music and Musical Theatre** Students learn to read, write and perform a range of programme music and musical theatre styles using notation. All students should be able to understand and use the notation specified in term 1, and in addition be comfortable with the use of ties at a moderate tempo. Students will explore bass clef and will understand and be able to perform in this clef, but it may not be entirely fluid yet. Students continue to develop their ability to recognise and identify the key features of programme music and how composers use the elements of music to tell stories through music. They will explore how music is used in Musical Theatre to create atmosphere and enhance the impact of the drama. All students should be able to identify elemental concepts specified in term 1, and in addition begin identifying melodic concepts such as conjunct and disjunct contours, and the rhythm concepts – triplets and mono/ polyrhythms. Students will compare and contrast music in a wide range of Classical Music styles, particularly programme music taken from the romantic and 20th Century periods and how they have influenced contemporary film music composers. They will compare and contrast music in a wide range of musical theatre styles, particularly music from traditional musicals and mega-musicals.	**Latin Jazz and Independent Performance Projects.** Students learn to read, write and perform Latin-jazz fusion music using notation. All students should be able to understand and use the notation specified in term 1 and 2, and in addition be comfortable with the occasional use of syncopated quavers and their rests at a moderate tempo. Students should be able to understand flats and sharps and identify where they are on keyboard instruments. Students will understand chord diagrams on the guitar and ukulele and be able to play them with greater fluidity. Students learn to identify the way in which different musical genres are combined to create Latin jazz. All students should be able to identify elemental concepts specified in terms 1 and 2, and in addition begin identifying melodic concepts such as riff and ostinato, rubato tempo, and pieces that are a modal tonality. Compare and contrast a wide range of Latin jazz styles incorporating features of jazz with Brazilian, Cuban, Spanish and other Latin musical cultures.

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Year 8 PE		
Term 1	**Term 2**	**Term 3**
• Football • Fitness • Cross country • Kinball • Rugby **OR** • Netball • Fitness • Cross country • Table tennis • Trampolining **OR** • Kinball • Trampolining • Football • Table tennis	• Rugby • Trampolining • Table tennis **OR** • Trampolining • Football • Kinball **OR** • Table tennis • Fitness • Cross country • Rugby/netball	• Cricket • Athletics • Tennis **OR** • Athletics • Tennis • Cricket **OR** • Tennis • Cricket • Athletics

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Year 8 RE		
Term 1	**Term 2**	**Term 3**
Unit 1: A Covenant People • Why do promises matter? What does it mean to be a covenant people? • Covenant history posing questions such as: • Why do promises matter? • What is a covenant? • What do Biblical covenants have in common? **Unit 2: Jesus as the New Covenant** • What does God's unconditional love mean to me? • Can one person change the world? • What did the Covenant mean to the Hebrew people? • How did Jesus establish the new covenant? • What was Jesus' new commandment and why did he give it? • What does Jesus as the new covenant mean to me?	**Unit 3: What, why and how do we Celebrate?** • Why is Eucharist a celebration? • What is the Easter Vigil? • How much do I live as a covenant person? **Unit 4: Is there more to Life than Meets the Eye?** • What is a Sacrament? • What is Baptism to Christians? • What is our understanding of Eucharist? • How might I see God in my everyday life?	**Unit 5: World Faiths: Islam** • The Qur'an. • Islamic beliefs about Allah. • The features and uses of a Mosque. • The Five Pillars of Islam. • The Shahadah and its importance to Muslims. • Why Muslims carry out Salat. • Ramadan and the impact of this on the every-day lives of Muslims **Unit 6: How do we know what is fair?** (Catholic Social Teaching) • How do we meet the challenge to live justly? • What is justice? • What is Catholic Social Teaching? • How do some Catholics meet the challenge to live justly? • How can I live justly?

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Year 8 Science		
Term 1	**Term 2**	**Term 3**
Biology **Structure & Functions of Living Organisms** Multicellular Organisms Respiration Investigating Respiration **Genetics & Inheritance** Genetic Material Extraction of DNA Practical Inheritance & Natural Selection The Importance of Biodiversity **Chemistry** **Particles, Atoms and Elements** Elements and Compounds The Periodic Table Metals and Non-metals **Chemical Analysis** Chromatography **Physics** **Electricity** Resistance Series and Parallel Circuits **Forces and Motion** Balances and Unbalanced Forces Buoyancy Pressure	**Biology** **Disease, Infection & Response** Critiquing Claims – Smoking **Biological Systems** Anatomy of Breathing Volume and Pressure Diet & The Digestive System **Chemistry** **Chemical Reactions** Conservation of Mass Thermal Decomposition Endothermic and Exothermic Reactions **Physics** **Magnetism and Electromagnets** Magnetic Fields Earth and Electromagnets **Waves** Reflection of Light Types of Reflection Colour Lenses and The Eye Light and Transverse Waves	**Biology** **Plants** Growing Plants Photosynthesis The Roots and Stem The Leaves & Glucose **Ecology** Sustainability & Sampling Our Carbon Footprint **Chemistry** **Earth's Resources and Minerals** Material Properties Ceramics, Composites and Polymers **Physics** **Space** Our Solar System and the Universe Day, Night and The Seasons Light and Distance **Forces and Motion** Distance-Time Graphs Relative Motion Forces and Levers **Matter (Conduction)** Thermal Energy and Temperature Thermal Energy Transfers