YEAR 8 CURRICULUM PLANS
2022 - 2023

St Bede's
Catholic School
& Sixth Form College

BISHOP WILKINSON
Bishop Wilkinson

YEAR 8 CURRICULUM PLANS   2022 - 2023

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, Amanda Spayd, Mateo Dineen, John Burgerman etc. 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 paintings & 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: Matisse, Dutch 17th century still-lives, Seurat, Cezanne, Michael Craig Martin, Cubism, Morandi, Degas & contemporary still life e.g., Burton Morris, Ron Magnes, Wayne Thiebaud, Gordon Smedt, Patrick Caulfield, Claes Oldenburg, Joel Penkman, Laura Manfre, Carolee Clark, Dawn tan, Michael English, Carla Bank, Georgina Luck. FOCUS IDEAS: SHOES, FAST FOOD, FRUIT, BOTTLES, EVERYDAY OBJECT, or FLOWERS. 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.

St Bede's Catholic School & Sixth Form College

YEAR 8 CURRICULUM PLANS   2022 - 2023

Year 8 Computer Science		
Term 1	**Term 2**	**Term 3**
The Digital World & Data Representation	**Computing Champions and Programming**	**Webpages technologies & Networks**
 • What to trust online • How to search smart • Copyright and copywrongs • Staying safe online • Cyber abuse • Binary number system • ASCII and code breaking • Bitmap images • Computer audio and sounds • Graphics project	 • Alan Turing and code breaking • Tim Berners Lee and WWW • George Boole and logic gates • Charles Babbage and algorithms • Python Inputs outputs and variables • Selection • Loops and while loops • How it all works and putting it together	 • HTML and CSS • CSS back grounds and images • Div tags and Page sections • CSS Divs and layouts • Networks • Introduction to LANS and WANS • Practical and Physical networks

YEAR 8 CURRICULUM PLANS   2022 - 2023

Year 8 Design Technology - Carousel System

Textiles Technology	Materials	Food Preparation and Nutrition
The aim of this project is to develop textile skills and learn a variety of decorative techniques that are used in the textile industry. Students will be inspired by the traditional techniques found in Indian textiles and be inspired by the beautiful patterns found within the fabric. Students will also learn how to create repeat patterns and be inspired by past and present textile designers to be able to design and sew their own cushion front. Students will learn about the textile industry and some of the wider issues surrounding this billion-pound industry. Students will research the consequence of fast fashion, along with social, moral and ethical issues. There will also be opportunities for students to understand why fashion has changed over the decades looking at how fashion has evolved throughout the decades; from cultural influences, development of technology, impact of war and popularity of music. ❑ 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. ❑ Learn about what influences fashion design	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.

YEAR 8 CURRICULUM PLANS   2022 - 2023

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.

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

St Bede's Catholic School and Sixth Form College

St Bede's
Catholic School
& Sixth Form College

YEAR 8 CURRICULUM PLANS   2022 - 2023

Year 8 History		
Term 1	**Term 2**	**Term 3**
The English Civil War • Why was there conflict between the Crown and Parliament? – Long-Term and Short-Term reasons for the Civil war. • Why did the Republic fail? • Life during Restoration England (Charles II)- Great Fire of London, the Plague, the rise of the British empire. The abolition of the Transatlantic Slave Trade • British empire, slave trade triangle, conditions during the Middle Passage. • Life on the plantations • Abolition movement in Britain and America- American Civil War and the Emancipation Proclamation The British Empire • Expansion during 1700s • Start of the British Empire • Britain in India, Australia and Ireland • 1857 Indian Rebellion	British Empire Continued The Industrial Revolution • Economic change - The domestic system to the factory system. • Impact of changes to the Railways. • Social change - Living conditions in towns- slum areas, • Working conditions in factories and child labour. • Conditions in the mines. Political change - Causes and impact of 1832 Reform Act. • Chartism- impact and failure • Women's suffrage, methods and impact.	WW1 • 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 Inter war years • Russian Revolution and the rise of the Nazi Party • Rise of dictators • Life in a totalitarian state

St Bede's Catholic School and Sixth Form College

St Bede's
Catholic School
& Sixth Form College

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

YEAR 8 CURRICULUM PLANS   2022 - 2023

Year 8 Music		
Term 1	**Term 2**	**Term 3**
Vocal Music and Instrumental Music

Students learn to read, write and perform vocal and instrumental music using basic notation.

Recognise the elements of music and how they are used to shape compositions. Compare and contrast music taken from a range of classical, pop, jazz and musical theatre music. | Instrumental Music and Music for Stage and Screen

Read, write and perform instrumental music in a range of Classical and Musical Theatre styles using basic notation.

Recognise and identify the key features of the different classical periods in music and how composers' styles have developed since 1150. Explore how music is used in Musical Theatre to create atmosphere and enhance the impact of the drama.

Compare and contrast music in a wide range of Classical Music styles (particularly music taken from baroque, classical and romantic periods) and how they influence contemporary composers in a variety of popular and classical styles. Compare and contrast music in a wide range of Musical Theatre styles, (particularly music from traditional musicals, mega-musicals, jukebox musicals, and cultural musicals). | Fusion Music and independent performance projects.

Read, write and perform Latin-Jazz Fusion music using basic notation.

Recognise and identify the way in which different musical genres are combined to create fusion styles.

Compare and contrast a wide range of fusion styles including samba, club-dance and bhangra |

St Bede's Catholic School and Sixth Form College

YEAR 8 CURRICULUM PLANS   2022 - 2023

Year 8 PE		
Term 1	**Term 2**	**Term 3**
• Rugby • Netball • Basketball • Cross Country • Balances and Trampolining • Fitness testing • Table tennis	• Balances and Trampolining • Fitness testing • Table tennis • Tennis • Athletics • Cricket	• Tennis • Athletics • Cricket

St Bede's Catholic School and Sixth Form College

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?

St Bede's Catholic School and Sixth Form College

YEAR 8 CURRICULUM PLANS   2022 - 2023

Year 8 Science

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

St Bede's Catholic School and Sixth Form College

YEAR 8 CURRICULUM PLANS   2022 - 2023

Year 8 Spanish		
Term 1	**Term 2**	**Term 3**
Term 1.1: Tú y yo (You and I) • Naming some countries • Saying your nationality and where you are from • Saying where you live and languages you speak • Saying what people have (family and pets). • Saying what someone is like in general (physical descriptions) **Term 1.2: ¡Vamos al instituto! (School)** • Talking about school subjects • Expressing likes and dislikes • Giving opinions about school subjects • Asking and saying the time / school timetable • Describing your school • Saying how you get to school **Grammar studied:** • Essential verbs in the present tense • **SER** (to be, being) – general characteristics • **TENER** (to have, having) (1st, 2nd, 3rd persons singular) • **LLAMARSE** (to be called) • Possessive adjectives (mi, tu, su) • Adjectives – gender / number agreement • Indefinite articles, singular and plural nouns • Opinion verbs (**GUSTAR** – to like) • Radical changing verbs (pensar / preferer)	**Term 2.1: Mi pueblo (my town)** • Saying where you are going • Giving and understanding directions • Describing location of places in town • Talking about distance • Talking about what your town is like • Talking about the weather **Term 2.2: El tiempo libre (Free time activities)** • Talking about sports • Talking about what you like doing in your free time • Talking about what you do during the week and at weekends • Saying what you are going to do at the weekend • Saying what you did last weekend **Grammar studied:** • Irregular verbs in the present tense (IR – to go) • 'to' (a + el / a + la) • Imperatives • *del* and *de la* • Irregular verbs in the past tense (IR – to go) • Ser (to be) – description • Practicar (to do) and jugar (to play) • Opinion verbs and activities • Immediate Future tense (ir + a + infinitive) • Past tense (Ir / Practicar / Jugar)	**Term 3.1: Una vida sana (Healthy living)** • Saying what's wrong • Saying you're not feeling well • Talking about how long you've been doing something • Saying what you should or shouldn't do • Talking about a healthy lifestyle (food/activities): Past, Present, Future **Term 3.2: Latin America and Film Study** • Favourite types of film • Opinions and descriptions of characters in films • Narrating part of a film • Film review **Grammar studied:** • Opinion verbs (likes and dislikes) • Consolidation of past, present and future tenses (comer, beber, jugar, practicar) • DOLER – to hurt) – me duele… • Use of Hace + time + que + verb (present tense) • Use of Hay que/ tienes que/ debes + infinitive • Use of soler + infinitive • Emphatic pronouns (para mí/ ti)