

YEAR 8 CURRICULUM PLANS 2022 - 2023



St Bede's
Catholic School
& Sixth Form College



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Year 8 Art		
Term 1	Term 2	Term 3
<p>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.</p> <p>Artists: Paride Bertolin, Amy P Williams, Chris Ryniak, James Derosso, Amanda Spayd, Mateo Dineen, John Burgerman etc. Staff select appropriate artists for themes explored.</p> <p>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.</p>	<p>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</p> <p>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.</p>	<p>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.</p>

Year 8 Computer Science

Term 1	Term 2	Term 3
<p>Topics studied: Exploring Online Issues - My Digital World</p> <ul style="list-style-type: none"> Website Reliability and Quality of Sources of Information Safe & Effective Searching Copyright Issues Online Dangers Strategies to Stay Safe <p>Data Representation - Binary Bits & Bobs</p> <ul style="list-style-type: none"> Binary Bits and Bobs The Binary Number System Binary – Denary Conversions Binary Addition Binary Representation of Text Binary Representation of Images Binary Representation of Sound 	<p>Topics studied: Visiting CS pioneers and exploring their work – Back to the Future</p> <ul style="list-style-type: none"> Alan Turing and Code Breaking Tim Berners Lee -HTML & WWW George Boole and Boolean Logic Charles Babbage The Difference Engine & Problem Solving <p>Further Programming – Computational Problem Solving</p> <ul style="list-style-type: none"> Python Inputs outputs and variables Python Maths Selection IF – ELIF - ELSE Iteration – For & While Loops How it all works and putting it together – Computational Problem Solving (Decomposition/Abstraction/Algorithms) 	<p>Topics studied: Webpage technologies – HTML/CSS & Javascript</p> <ul style="list-style-type: none"> HTML and CSS CSS back grounds and images Div tags and Page sections CSS Divisions and layouts <p>Introduction to Physical Computer Hardware</p> <ul style="list-style-type: none"> Inside the computer CPU structure, function and performance. Types of Processors Input, output and storage devices Pupils can take computers apart and put them back together.

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Year 8 Design Technology - Carousel System		
Textiles Technology	Materials	Food Preparation and Nutrition
<p>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.</p> <p>Students will learn about the textile industry and some of the wider issues surrounding this billion-pound industry.</p> <p>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.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate sewing skills and a range of decorative techniques. <input type="checkbox"/> Learn how to use mathematical skills to create repeat pattern. <input type="checkbox"/> Learn about Fast Fashion and the implications of this for consumers, society and the wider world. <input type="checkbox"/> Understand the wider consequences of the textile industry. <input type="checkbox"/> Learn about what influences fashion design 	<p>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.</p> <p>What is CAD design, laser cut lid linked to industry- How CAD is used in the car design/manufacture process.</p> <ul style="list-style-type: none"> <input type="checkbox"/> 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. <input type="checkbox"/> 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. <input type="checkbox"/> 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. <input type="checkbox"/> 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. 	<p>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.</p> <p>The main aims of the subject are</p> <ul style="list-style-type: none"> <input type="checkbox"/> To understand how to store, prepare and cook food safely. <input type="checkbox"/> To develop knowledge about the macronutrients and micronutrients in the diet and understanding their importance. <input type="checkbox"/> To understand the variety of special/different diets for individuals with nutritional or personal needs. <input type="checkbox"/> To identify a variety of cuisines from different cultures <input type="checkbox"/> To understand the need to cook food using different methods of heat transfer. <p>Practical</p> <ul style="list-style-type: none"> <input type="checkbox"/> How to prepare and make dishes – Students will learn a range of different cooking skills and process, by making a variety of dishes. <p>Food safety practices – Students will demonstrate how to work safety by following the correct safety and hygiene procedures.</p>

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Year 8 English		
Term 1	Term 2	Term 3
<p>Non-fiction – Inspirational People</p> <ul style="list-style-type: none"> 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. <p>War Poetry</p> <ul style="list-style-type: none"> 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. 	<p>Shakespeare: Macbeth</p> <ul style="list-style-type: none"> 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. 	<p>Modern Novel (Either ‘Cogheart’ or ‘The Lie Tree’)</p> <ul style="list-style-type: none"> 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 Geography		
Term 1	Term 2	Term 3
<p><u>TOPIC 1 WILDERNESS REGIONS</u> <u>IS ANYWHERE IN THE WORLD STILL WILD?</u></p> <ul style="list-style-type: none"> • 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? <p><u>TOPIC 2 CLIMATE CHANGE</u> <u>HOW MUCH ARE OUR INDIVIDUAL ACTIONS RESPONSIBLE FOR CLIMATE CHANGE?</u></p> <ul style="list-style-type: none"> • 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? 	<p><u>TOPIC 3 PHYSICAL LANDSCAPES</u> <u>HOW HAVE COASTAL PROCESSES SHAPED OUR LANDSCAPE?</u></p> <ul style="list-style-type: none"> • 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? <p><u>TOPIC 4 GEOGRAPHICAL INVESTIGATION AND FIELDWORK WRITE UP.</u></p>	<p><u>TOPIC 5 ICE</u> <u>HOW HAVE GLACIAL PROCESSES SHAPED OUR LANDSCAPE?</u></p> <ul style="list-style-type: none"> • 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? <p><u>TOPIC 6 ISSUES ANALYSIS</u> <u>INVESTIGATING THE MIDDLE EAST</u></p> <ul style="list-style-type: none"> • Location • Climate • Ecosystems • Global connections • Population • Natural resources • Conflict • Qatar 2022

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Year 8 History		
Term 1	Term 2	Term 3
<p><u>The English Civil War</u></p> <ul style="list-style-type: none"> • 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. <p><u>The abolition of the Transatlantic Slave Trade</u></p> <ul style="list-style-type: none"> • 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 <p><u>The British Empire</u></p> <ul style="list-style-type: none"> • Expansion during 1700s • Start of the British Empire • Britain in India, Australia and Ireland • 1857 Indian Rebellion 	<p><u>British Empire Continued</u></p> <p><u>The Industrial Revolution</u></p> <ul style="list-style-type: none"> • <u>Economic change</u> - The domestic system to the factory system. • Impact of changes to the Railways. • <u>Social change</u> - Living conditions in towns-slum areas, • Working conditions in factories and child labour. • Conditions in the mines. <p><u>Political change</u> - Causes and impact of 1832 Reform Act.</p> <ul style="list-style-type: none"> • Chartism- impact and failure • Women’s suffrage, methods and impact. 	<p><u>WW1</u></p> <ul style="list-style-type: none"> • 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 <p><u>Inter war years</u></p> <ul style="list-style-type: none"> • Russian Revolution and the rise of the Nazi Party • Rise of dictators • Life in a totalitarian state

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Year 8 Maths		
Term 1	Term 2	Term 3
<ul style="list-style-type: none">• Perimeter and area• 3d representation• Volume and surface area• Scales and time• Presenting data• Use of calculator• Probability• Sequences	<ul style="list-style-type: none">• Ratio and proportion• Speed and density• Transformations	<ul style="list-style-type: none">• Linear graphs• Real life graphs• Angles in polygons• Collecting data• Processing data - averages and the range

***To promote greater understanding in KS4 music, all units of work link to the areas of study as set out in the Edexcel GCSE specification.**

Year 8 Music		
Term 1	Term 2	Term 3
<p>Students learn to read, write and perform vocal and instrumental music using notation. All students should be able to understand and use the notation outlined in year 7, and in addition be comfortable with the occasional use of dotted minims and dotted crotchets at a moderate tempo.</p> <p>Recognise the elements of music and how they are used to shape compositions. All students should be able to identify elemental concepts specified in year 7, and in addition identify major and minor tonalities, and the textures – homophonic and heterophonic.</p> <p>Compare and contrast music taken from a range of classical, pop, jazz and musical theatre music.</p>	<p>Instrumental Music and Music for Stage and Screen</p> <p>Read, write and perform instrumental music in a range of Classical 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.</p> <p>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. All students should be able to identify elemental concepts specified in term 1, and in addition identify melodic concepts such as theme, riff and ostinato, and the rhythm concepts – syncopation and on the beat rhythms.</p> <p>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).</p>	<p>Fusion Music and independent performance projects.</p> <p>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.</p> <p>Recognise and identify the way in which different musical genres are combined to create fusion styles. All students should be able to identify elemental concepts specified in terms 1 and 2, and in addition identify melodic concepts such as stepwise and disjunct melody, and pieces that are an atonal tonality.</p> <p>Compare and contrast a wide range of fusion styles including samba, club-dance and bhangra</p>

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Year 8 PE		
Term 1	Term 2	Term 3
<ul style="list-style-type: none">• Rugby• Netball• Basketball• Cross Country• Balances and Trampolining• Fitness testing• Table tennis	<ul style="list-style-type: none">• Balances and Trampolining• Fitness testing• Table tennis• Tennis• Athletics• Cricket	<ul style="list-style-type: none">• Tennis• Athletics• Cricket

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Year 8 RE		
Term 1	Term 2	Term 3
<p>Unit 1: A Covenant People</p> <ul style="list-style-type: none"> • 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? <p>Unit 2: Jesus as the New Covenant</p> <ul style="list-style-type: none"> • 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? 	<p>Unit 3: What, why and how do we Celebrate?</p> <ul style="list-style-type: none"> • Why is Eucharist a celebration? • What is the Easter Vigil? • How much do I live as a covenant person? <p>Unit 4: Is there more to Life than Meets the Eye?</p> <ul style="list-style-type: none"> • What is a Sacrament? • What is Baptism to Christians? • What is our understanding of Eucharist? • How might I see God in my everyday life? 	<p>Unit 5: World Faiths: Islam</p> <ul style="list-style-type: none"> • 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 <p>Unit 6: How do we know what is fair? (Catholic Social Teaching)</p> <ul style="list-style-type: none"> • 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
<p>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</p> <p>Chemistry Particles, Atoms and Elements Elements and Compounds The Periodic Table Metals and Non-metals Chemical Analysis Chromatography</p> <p>Physics Electricity Resistance Series and Parallel Circuits Forces and Motion Balances and Unbalanced Forces Buoyancy Pressure</p>	<p>Biology Disease, Infection & Response Critiquing Claims – Smoking Biological Systems Anatomy of Breathing Volume and Pressure Diet & The Digestive System</p> <p>Chemistry Chemical Reactions Conservation of Mass Thermal Decomposition Endothermic and Exothermic Reactions</p> <p>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</p>	<p>Biology Plants Growing Plants Photosynthesis The Roots and Stem The Leaves & Glucose Ecology Sustainability & Sampling Our Carbon Footprint</p> <p>Chemistry Earth's Resources and Minerals Material Properties Ceramics, Composites and Polymers</p> <p>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</p>

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Year 8 Spanish		
Term 1	Term 2	Term 3
<p>Term 1.1: Tú y yo (You and I)</p> <ul style="list-style-type: none"> • 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) <p>Term 1.2: ¡Vamos al instituto! (School)</p> <ul style="list-style-type: none"> • 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 <p>Grammar studied:</p> <ul style="list-style-type: none"> • 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 / preferir) 	<p>Term 2.1: Mi pueblo (my town)</p> <ul style="list-style-type: none"> • 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 <p>Term 2.2: El tiempo libre (Free time activities)</p> <ul style="list-style-type: none"> • 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 <p>Grammar studied:</p> <ul style="list-style-type: none"> • Irregular verbs in the present tense (IR – to go) • 'to' (a + el / a + la) • Imperatives • <i>del</i> and <i>de la</i> • 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) 	<p>Term 3.1: Una vida sana (Healthy living)</p> <ul style="list-style-type: none"> • 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 <p>Term 3.2: Latin America and Film Study</p> <ul style="list-style-type: none"> • Favourite types of film • Opinions and descriptions of characters in films • Narrating part of a film • Film review <p>Grammar studied:</p> <ul style="list-style-type: none"> • Opinion verbs (likes and dislikes) • Consolidation of past, present and future tenses (comer, beber, jugar, practicar) • DOLER – to hurt) – me duele... • Use of Hacer + time + que + verb (present tense) • Use of Hay que/ tienes que/ debes + infinitive • Use of soler + infinitive • Emphatic pronouns (para mí/ ti)