Longhill High School

Year 8 Curriculum Guide

2018-2019

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Curriculum Design & Flightpaths

The following times are spent on each subject in year 8 per fortnight

Maths	6 hours
English	6 hours
Science	6 hours
History	4 hours
Geography	4 hours
RE	1 hour
PSHE	1 hour
PE	4 hours
Modern Foreign Languages	6 hours
Design & Technology	3 hours
Computing	3 hours
Art	2 hours
Music	2 hours
Drama	2 hours

Students are set for English, Maths & Science.

Students are taught in the same mixed ability class for Art, Computing, Drama, Geography, History, Modern Foreign Languages, Music, PSHE & RE.

Students are taught in different classes in PE and Design & Technology.

In years 7 & 8 students are given an expected grade range. A grade range is a range of knowledge, skills and understanding that a student needs to develop to be making expected progress. It is a forecast of the range of grades students could be awarded in their GCSE examinations as shown below.

Grade Range	New 9-1 Grade
9-7	9
	8
	7
6-5	6
	5
4-3	4
	3
2	2
1	1

Art

Head of Department Mr Iozzi
Number of hours per fortnight 2

Aims & Objectives:

To further explore the formal elements of Art, refining and developing skills and understanding. To introduce students to a broader range of art mediums and processes to allow them to realise their own work in a variety of forms.
To enhance their visual literacy by focusing on key artists.

Course Details

Autumn Term:
Still Life Project: Developing observational drawing and painting skills, in response the work of Patrick Caulfield.

Spring Term:
Students will analyse West African tribal masks, using willow cane they will construct 3D sculpture focusing on pattern and symmetry. They will also consider the cultural significance of these artefacts.

Summer Term:
Students producing work in 2 and 3D, using paint and ceramics. Focusing on different bugs and insects, the artist supporting this project is Peter Randall Page.

Assessments

8/1
Observational drawing.
Patrick Caulfield painting.

8/2
Cane construction.
Collage/ Watercolour

8/3
Observational bug/insect studies
Painting and ceramics

Computing

Head of Department Mr Iozzi
Number of hours per fortnight 3

Course details

Computing in Year 8 builds on the core concepts of Computational Thinking that were explored in Year 7:

- Logic – predicting and analysing. Logic helps us to establish and check facts, and to make predictions
- Algorithms – making steps and rules. An algorithm is a precise sequence of instructions, or set of rules for performing a task.
- Decomposition – breaking down into parts. Decomposition involves breaking down a problem or system into its constituent parts.
- Patterns – spotting and using similarities. By spotting patterns we can make predictions, create rules and solve other problems.
- Abstraction – removing unnecessary detail. Abstraction is identifying what is important and leaving out detail we do not need.
- Evaluation – making judgement. We use evaluation when we make judgments based on different factors, such as design criteria and user needs.

Year 8 topics are designed to give students an idea of what to expect in Years 9-11. The topics allow for greater independence and individual creativity.

Autumn term	Spring term	Summer term
Flow charts & sequencing Interactive stories Programming with Python	Animation with Flash Database development Photoshop graphics	HTML & CSS for the web Spreadsheet modelling

Homework
All students will be given a research booklet for each term. It will contain a series of topics for the student to research and write some notes on to demonstrate their understanding. We would prefer that the research is written up by hand as this helps the learning of the content. It also minimises the chance of copying and pasting without fully understanding.

Design & Technology

Head of Department Mr Gibbs
Number of hours per fortnight 3

Aims & Objectives

Using their knowledge and understanding of the working properties of tools and material learnt in year 7 students year 8 will work on longer design and make tasks based around the 4 main areas of Technology; Resistant Materials, Graphic design, Textiles and Food & Nutrition. The emphasis will be on producing high quality, useful products that reflect a depth of knowledge.

Course Details

Students work in 4 project areas on a rotation system:

Textiles- Students will develop their machine sewing skills through the produce a tote bag with a hand cut stencil design.

Graphical communication- Students will develop their making/ modelling skills by developing a pop up book or a range of greeting cards.

Resistant Materials- Students will combine a range of skills from year 7 with Computer aided design and electronics to produce a colour changing mood light for a target market of their choice.

Food and Nutrition- Students will continue to develop their knowledge of Food and Nutrition by cooking and evaluating a range of savoury and sweet dishes with a focus on a healthy balanced diet. Ingredients are provided for students with a contribution (TBA through a letter home). Letters will be issued at the start of their food unit with further information.

Assessments

As students are on a rotation system they will complete four projects, but in a different order for each class band. Marks will be recorded and communicated to students for each project and three reports published throughout the year will reflect the average grade from all assessed elements at that time in the year.

Drama

Head of Department Mrs Fenwick
Number of hours per fortnight 2

Aims & Objectives
To build on performance skills started in Year 7.
To create and develop convincing roles in specific situations.
To know how to structure dramatic sequences in order to convey meaning.
To carry out dramatic intentions with a clear, but unforced control over movement and voice.

Course Details
TALL STORIES
Are fairytales really as they seem? A dramatic look at what would happen if fairy-tales were around today.
GREEK THEATRE
Pupils will discover the technique of 16th century clowning! They will learn how to play exciting roles in an exaggerated way and come up with their own Commedia performances.
MIME/MASK
Pupils will learn how to use mime and once those skills are developed will be using Mask to create their own devised performances.
COMEDY
Pupils will study different methods of comedy performance and see how funny they can be. They will be put to the test by being asked to create a series of comedic performances.
HEROES
Pupils will be studying existing Superheroes and finding out 'what makes them tick!'. Then they will be creating their own superheroes and putting them in reality TV situations
DEVELOPING A CHARACTER/SCRIPTWORK
An important skill in Drama is being able to develop a character, pupils will use scripts (Blood Brothers) to help them to create a character. They will also be taught all basic skills needed to work with a script and even how to learn lines!

Assessments
8/1
TALL STORIES
GREEK THEATRE- Milestone
8/2
GREEK THEATRE- Final
MIME/MASK- Milestone
8/3
COMEDY
HEROES- Milestone

English

Head of Department Mr Bliss
Number of hours per fortnight 6

Aims & Objectives
To provide a continuation and deepening of the analytical and creative skills introduced in year 7; to begin to embed some of the critical thinking, higher order skills students will apply in their KS4 programme of study. To establish modes of working and learning that will allow students to progress. To continue to develop students' love of the subject and their confidence in evaluating texts and ideas they are presented with.

Course Details
Autumn term – study of a modern novel and Gothic literature. Close analytical student of effects of writers' language and structural choices.
Spring term – study of a Shakespeare text; creative writing based on themes and characters; non-fiction texts study and writing.
Summer term – Modern novel; the voices of WW1 – poetry.

Assessments examples:

8/1

1. How does the writer present the character in the given extract?
2. How does the writer structure the extract to engage readers or build tension?
3. Evaluate a given statement on the extract analysed.

8/2

4. Use *Romeo and Juliet* as a stimulus to produce a creative piece of writing in role .e.g. Diary, monologue.
5. Produce a comparative summary from two non-fiction texts.
6. Write a newspaper article informing readers about and explaining an issue.

8/3

7. Creative writing and extract analysis based on *Animal Farm*.
8. Produce a range of creative writing pieces in a variety of WW1 'voices'. E.g. speech, letter, story, monologue.
   How does the narrator try to convince the reader that the First World War must not be forgotten in the poem *Aftermath*?

Geography

Head of Department Mrs Seaby
Number of hours per fortnight 4

Aims & Objectives

Our aim is to encourage students to develop an interest in Geography and recognise its importance in our daily lives. The topics covered encourage pupils to not just think globally or nationally but recognise what is important locally as well. Geography has a key role to play in helping pupils to become informed and well-rounded global citizens who are confident to question and have a sense of place in the world in which they live.

Course Details

Students complete the following units:

Sustainability. Students learn about places that have been unsustainably managed and understand how humans can become more sustainable. Students have the opportunity to visit the Earthship at Stanmer Park.

Population and global inequality. Students discover why population distribution is different around the world and explore the population dynamics and policies in different countries.

Natural Hazards. The causes and effects of earthquakes and volcanoes, looking specifically at different case studies.

Physical features and processes – Rivers and Coasts. Students embark on a journey from a rive source to the coast, learning about different features, processes and management strategies.

Assessments

8/1 Sustainability test

8/2 Population test

8/3 Natural hazards test

History

Head of Department Mr Wilson
Number of hours per fortnight 4

Aims & Objectives
Through history, students have a variety of learning opportunities to develop the skills essential for success at GCSE. Emphasis is placed on more general skills, such as: how to prepare for a test or exam; how to formulate an argument based on evidence; using sources; identifying bias; checking for inference and reliability; being able to identify cause and consequence; how to write a conclusion. The course details below provide a brief outline of the content of the course, in Year 8, some of which may vary according to the needs of the students.

Course Details

The Transatlantic Slave Trade
The early colonies and the demand for labour. The Triangular Trade. Life on a slave plantation. Runaways and rebellions. Abolition.

The Industrial Revolution and London's East End
An investigation into the changes in society caused by innovations and advances in technology from 1750 to 1900.

Word War 1 & The Treaty of Versailles
The causes of WW1. Life in the trenches. Kitchener's army. The Battle of the Somme. The Armistice and the Treaty of Versailles. The role of women in WW1 and women's suffrage.

World War 2
The causes of WW2. The Blitz. The Home Front. The Western Front. The Eastern Front. The Fall of Singapore. Dunkirk. D-Day. VE day. The Bomb

The Holocaust
An enquiry into the Holocaust and it's impact. Focusing on persecution and persecuted groups. Children of the Holocaust: Anne Frank; the Kinder Transport. Resistance to the Holocaust.

Assessments
8/1 The Zong sources analysis
8/2 19th century migration sources analysis
8/3 The Whitechapel Murders essay
8/4 WW1 exam
8/5 WW2 exam
8/6 The Holocaust sources analysis

Maths

Head of Department Mr Ous
Number of hours per fortnight 6

Aims & Objectives

The department aims to ensure that all students:

- become **fluent** in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- **reason mathematically** by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- can **solve problems** by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

Course Details

The course for year 8 is divided into 6 main areas, allowing students to develop a deep procedural and conceptual understanding before moving on to other parts of the curriculum. The department aims to connect areas of the curriculum partly through an inquiry-based approach that promotes questioning, discussion, exploration, reasoning and proof. Students also develop their problem-solving skills. The areas of the curriculum for year 8 are shown below:

Term 1 Autumn		Term 2 Spring		Term 3 Summer	
1	2	3	4	5	6
Calculations, Area and volumes	Expressions and equations, Real-life graphs	Decimals and ratio, Lines and angles	Calculating with fractions	Straight-line graphs	Statistics, graphs and charts

Assessments

Half Term assessment: October, February, May

Term Papers: December, April

End of year Test: July

Modern Languages - French

Head of Department Mrs Stallard
Number of hours per fortnight 6

Aims & Objectives
To build on language learning skills already learnt in KS2 and Year 7.
To develop the ability to use French effectively for the purposes of practical communication in the classroom and in Francophone countries.
To maintain lasting pupil curiosity, interest and enjoyment in the language as well as an understanding of the language in its cultural context.

Course Details
MODULE 1 – FAMILY AND HOME
Introductions, revision of year 7 work, jobs, use of the verb 'travailler' – to work, weather, where I come from.
MODULE 2 – FREE TIME
Sports, TV programmes, films, free time activities, opinions, I and we plus conjugation of verbs, past tense.
MODULE 3 – GOING OUT
Asking questions, invitations, excuses, clothes, shops.
MODULE 4 – EATING AND DRINKING
Food and drink, breakfast, lunch, tea, dinner, snacks, quantities, courses, present, past and future tenses.
MODULE 5 – HOLIDAYS AND TRAVEL
Question words, countries, languages, tourist office, descriptions of past holidays including use of opinions.
MODULE 6 – MY FRIENDS
Adjectives, describing people, future plans, dreams for the future, pocket money, gadgets, technology, going shopping.

Assessments
8/1
FAMILY AND HOME - Reading and writing
FREE TIME - Speaking and Listening

8/2
GOING OUT - Reading and writing
EATING AND DRINKING - Speaking and listening

8/3
HOLIDAYS AND TRAVEL - Reading and writing
MY FRIENDS - Speaking and listening

Modern Languages - Spanish

Head of Department Mrs Stallard
Number of hours per fortnight 6

Aims & Objectives
To build on language learning skills already learnt in KS2 and Year 7.
To develop the ability to use Spanish effectively for the purposes of practical communication in the classroom and in Hispanophone countries.
To maintain lasting pupil curiosity, interest and enjoyment in the language as well as an understanding of the language in its cultural context.

Course Details
MODULE 1 – PEOPLE
Free time activities, opinions and justifications, personal and physical descriptions, daily routine, reflexive verbs, nationalities and countries, more than and less than.
MODULE 2 – GOING OUT
Future tense using 'voy a' and infinitive verbs, times, days and frequency words, making excuses, problems, using the verb 'querer'.
MODULE 3 – HOLIDAYS
Countries and places, places in town and on holiday, activities set in the past using fui/fuimos.
MODULE 4 – EATING AND DRINKING
Food and drink, quantities and numbers 0-1000, going to a restaurant, opinions, justifications and adjectives.
MODULE 5 – CLOTHES AND FASHION
Clothes, colours, opinions of clothes and school uniform, examples of past and future tenses, verb 'llevar'.
MODULE 6 – BARCELONA
Holiday activities, types of shops, directions, cultural information. Revising past, present and future tenses.

Assessments
8/1
PEOPLE - Reading and writing
GOING OUT - Speaking and Listening

8/2
HOLIDAYS - Reading and writing
EATING AND DRINKING - Speaking and listening

8/3
CLOTHES AND FASHION - Reading and writing
BARCELONA - Speaking and listening

Music

Head of Department Mrs Fenwick
Number of hours per fortnight 2

Aims & Objectives
To facilitate students ability to perform practical music by developing their instrumental and vocal skills
To build confidence in performing, appraising and presenting their work to each other
To support students in making their own music and to give them the opportunity to progress to the next level.

Course Details
Unit 1 Ukelele
A fun way to get students singing and playing. Students learn the theory of how chords are constructed and then apply this to learning chords on Ukelele. To support progress they learn a series of popular songs at different levels of difficulty, singing and playing at the same time.
Unit 2 We Will Rock You
Students learn the basics of guitar, bass and drums. Working in small groups they create their own arrangement of 'We Will Rock You'
Unit 3 Set Song
Building on their knowledge from Unit 2, and working in a band setting, students learn how a song is put together by playing a part of a set song using given notations and resources.
Unit 4 In at the Deepend
Students select their own song to learn mostly without the aid of notation or written resources. They develop their aural skills by picking out the different layers in their chosen music, presenting their version of their song to the class at the end of the unit.
Unit 5 Blues
Students find out about the origins of Blues music. They learn about chords and chord progressions through keyboards and develop their understanding of the relationships between scale, melody and accompaniment. Students perform their compositions/blues arrangements to their peers.
Unit 6 Music Technology
Following on from their work on Soundation, students learn to create their own samples, how to manipulate their sounds using effects and how to mix and export a finished product suitable for broadcast on the school radio.

Assessments
8/1
Ukelele
We will rock You Milestone
8/2
We will rock You
Set Song
8/3
In at the Deep End
Blues

PE

Head of Department Mr Fallick
Number of hours per fortnight 4

Aims & Objectives
Physical Education at Longhill will inspire all pupils to succeed and excel in competitive sport and other physically demanding activities. It will provide opportunities for pupils to become physically confident supporting their health and fitness. We will provide opportunities to compete in sport to develop values such as fairness, respect and teamwork.

Course Details
Through a varied curriculum of activities, Physical Education at Longhill High School is designed to:

- Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games.
- Develop their technique and improve their performance in other competitive sports.
- Perform dances using advanced dance techniques within a range of dance styles and forms.
- Take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group.
- Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best.
- Take part in competitive sports and activities outside school through community links or sports clubs.

Within Physical Education lessons across Years 8 students will take part in a variety of physical activities in line with the new KS3 National Curriculum and build on their previous successes. Students will participate in; Gymnastics, Table Tennis Handball, Basketball, Rugby, Dance, Netball, Athletics, Striking and Fielding and Badminton. They will be grouped into streamed single or mixed sex groups all having the same opportunities as each other.

Assessments
PE is a non-examined core subject within the curriculum. At Longhill we identifying key PE skills and concepts and assessing progress using the following grading system:

- Emerging: just starting to learn a new skill or concept.
- Developing: showing an increased understanding in that skill or concept.
- Secure: frequently showing evidence of understanding of a skill or concept.
- Mastered: always demonstrating a deep understanding of a skill or concept.

8/1: Assessment from three different practical activities
8/2: Assessment from five different practical activities
8/3: Assessment from seven different practical activities

PSHE

Head of Department Mr Garling
Number of hours per fortnight 1

Aims & Objectives:
Personal, Social and Health Education (PSHE) promotes pupils' personal, social & emotional development, as well as their health and well being. PSHE provides the knowledge, skills and attributes students need to lead a healthy, safe, responsible and fulfilled lives.
Unlike other subjects there are no exams in PSHE or end of key stage attainment targets. The subject does have a content base which is listed below, but emphasis is placed on developing personal qualities, self-awareness, attitudes and values and analytical skills.
PSHE is taught by a dedicated team of experienced teachers.

Course Details:
Drugs, alcohol and tobacco (7 lessons)
- Tobacco – normative messages, health risks, cost, benefits of giving up smoking
- Alcohol – effects on the body, units of alcohol
- Dealing with peer pressure – dealing with risk and resisting pressure
- Cannabis – effects on the body and mind

Finance and careers (7 lessons)
- The Real game – dream jobs and lifestyle
- Real job research and requirements
- Budgeting and expenses
- Realistic expectations
- Opportunities in jobs
- Work and employability skills
- Personality types, individual skills and jobs
- Careers research

Healthy relationships (6 lessons)
- Child sexual exploitation
- Healthy/unhealthy relationships
- Consent
- Cyber bullying
- Sexting
- Digital resilience

First aid (7 lessons)
- The recovery position – DRAB, coping with emergencies
- CPR
- Other first aid skills – bleeding and shock, broken bones & fractures, burns & scalds

Mental health (6 lessons)
- Stress
- Thinking traps - Reducing anxiety
- Eating disorders and Body image
- Healthy food
- Self-harm
- Signposting support

Sex education (7 lessons)
- Revisiting puberty
- Sexual resilience
- Contraception
- Gender and sexuality

Religion & Ethics

Head of Department Ms Wingfield
Number of hours per fortnight 1

Aims & Objectives
The course aims to support students in developing their knowledge and understanding of the major world religions, as well as being able to compare and understand religious and non-religious viewpoints on life and ways of living. Students will learn how to give different viewpoints for and against an issue, to support opinions with reasons and to participate in a formal debate.

Course Details
Term 1 – Buddhism
In the first term, students will learn how the religion of Buddhism started by studying the life of the Buddha and his teachings about life, death and suffering. Students will also apply some Buddhist teachings to moral questions such as "Is it good to be rich?"; "Is it right to eat animals?" and "Is violence ever right?"
Term 2 – Crime and Punishment / Judaism and the Exodus
In the second term, students will study some social issues looking at different types of crimes and punishments, the aims of punishment and the reasons why people commit crimes. They will then explore the issue of the death penalty, learning why we no longer have the death penalty in the UK and learning how to give arguments for and against this controversial issue, including a Buddhist view. In the second half of the term, students will start to explore the religion of Judaism, learning some stories from the Torah about how the religion started, the story of the Exodus and how this links to the celebration of Passover nowadays.
Term 3 – Jerusalem
In the final term, students will learn about the ancient city of Jerusalem, and will gain some knowledge about its history in order to understand why it is a divided city today and some of the reasons behind the Israeli-Palestinian conflict. They will learn about why it is considered to be a holy city by three major religions (Judaism, Christianity and Islam). Finally, they will learn about the practice of pilgrimage, and the important pilgrimage sites for all three religions.

Assessments
7/1 – Grade based on Test 1 on Buddhism
7/2 – Grade based on the total for Test 1 plus Test 2 on Crime and Punishment
7/3 – Grade based on the total for Tests 1 and 2 plus Test 3 on Jerusalem

Science

Head of Department Mr Dean
Number of hours per fortnight 6

Aims & Objectives
The primary aims of the year 8 science curriculum are to:

- Build on the basics of key ideas such as particle theory, energy, forces and cells,
- Encourage the confident use of scientific keywords to articulate all of our ideas,
- Practice the key skills needed to carry out the scientific method with rigor,
- Inspire and engage students to ask scientific questions confidently,
- Promote study skills in preparation for the study of science at KS4

Course Details
In year 8 the students are taught the following topics:

- Separating Mixtures
- Light and Waves
- Organ Systems
- Chemical Reactions
- Reproduction
- Electricity
- Periodic Table
- Relationships in the Ecosystem
- Forces and the Solar System

These topics give the students the opportunity to learn biology, chemistry and physics and encourage linked-up thinking between the three.

Assessments
8/1
Start of Year Online Test
Separating Mixtures: End of Topic Test
Light and Waves: End of Topic Test
Separating Mixtures and Light and Waves: Online Test

8/2
Organ Systems: End of Topic Test
Chemical Reactions: End of Topic Test
Reproduction: End of Topic Test
Organ Systems, Chemical Reactions, Reproduction: Online Test

8/3
Electricity: End of Topic Test
The Periodic Table: End of Topic Test
Electricity and the Periodic Table: Online Test