Haywood Academy

Inspiring Creativity & Achievement

Course Content

Year 8

2015-2016

City Learning Trust

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Year 8

Subject	Course Content
English	Students continue to consolidate, refine and extend their literacy, literary and oracy skills. Performance indicators in *key objectives* for learning and teaching in English during Year 8 are assessed below: • Describes and applies patterns in spelling complex and unfamiliar words • Applies a range of spelling strategies • Uses a range of connectives to signpost links in and between sentences • Identifies, uses and punctuates complex sentences • Effectively clusters sentences into paragraphs, marking boundaries • Distinguishes between and produces informal and formal texts • Uses and maintains conventions of Standard English in written and spoken text types • Engages in independent research • Traces developments in themes, ideas and values in texts • Identifies and comments on structures and patterns in texts using appropriate terminology • Makes points, gives examples and explains details when interpreting a text • Selects features appropriate to audience and purpose • Manages and changes viewpoints to guide the reader in writing • Develops explanations of complex ideas in a series of linked paragraphs with a clear opening and effective closure • Signposts different points of view in arguments • Selects relevant examples, facts and ideas to offer a balanced analysis, • Comments on the effectiveness of his/ her own speaking skills • Listens for, selects and orders information • Speculates, questions, solves problems and reflects on complex ideas in a group context • Critically evaluates texts supported with appropriate textual references.
Maths	In Year 8, students extend their calculating skills to fractions, percentages and decimals and begin to understand the importance of proportional reasoning. They are beginning to use algebraic techniques and symbols with confidence. They generate and solve simple equations and study linear functions and their corresponding graphs. They begin to use deduction to manipulate algebraic expressions. Students progress from a simple understanding of the features of shape and space to using definitions and reasoning to understand geometric objects. As they encounter simple algebraic and geometric proofs, they begin to understand reasoned arguments. They communicate mathematics in speech and a variety of written forms, explaining their reasoning to others. They study handling data through practical activities and are introduced to a quantitative approach to probability. Students increasingly make connections between different aspects of mathematics.

Science	The Year 8 students study:

	Biology • Environment • Genetics and variation • Diet and respiration • Health and disease • Nervous system and control **Chemistry** • Materials and their uses • Rates of reaction and surface area • Chemical reactions and patterns • Changing earth **Physics** • Types of energy • Heating and cooling • Properties of light and sound • Magnetism In addition, students are acquiring Science skills which comprise of: • Thinking scientifically • Applications and implications of Science • Communicating and collaborating in Science • Using investigative approaches • Working critically with evidence
Computer Science	**Under the Hood of a Computer -** The history of computing; practical study of components that make up a computer; inputs, processing and outputs; data and binary; bits, bytes and megabytes **Think like a computer scientist -** Computational in terms of the processes going on, the data available, and the steps that need to be followed in order to achieve a goal. **Drawing and manipulating shapes -** The relationship between computer science and shape/ patterns in order to be able to write algorithms in a range of computer programming languages to draw basic shapes and design artworks. **Creating an animation -** Create algorithms, so you will need to be comfortable with algorithms and the need for precision in framing instructions. **How the web works -** This unit provides an opportunity to look at the way in which the web works technically, and cover the issues of reliability and e-safety. **Web Design -** Students are introduced to HTML and then combine Macromedia Fireworks and Dreamweaver to develop a website for an audience of their choice. **The foundations of computing -** Creating algorithms and the need for precision in framing instructions. We will be using Scratch to sequence instructions. **Programming a calculator -** Exploring the use of different languages to program and execute a calculator for use by primary school students to solve defined problems. **E-Safety -** Students explore the dangers faced online and how to stay safe. This unit is delivered using a range of CEOP (Child Exploitation Online Protection) resources.

Design and Technology	• **In Product Design:** students will design, make and evaluate a funky skateboard, sweet machine and mental monsters. Students have the opportunity to take their final pieces home with them. • **In Food** students look at look at nutrition, healthy eating, food provenance and health and safety before going on to improve their cooking skills to make pizza, turkey burgers, spaghetti bolognaise, frittata, pasta bake, cheese scones, Rogan Josh curry and a quiche. Students take their food home with them for parents to sample! • **In Textiles** students use CAD/CAM to make a Dye sub bag. The aim is to improve their knowledge and understanding of surface decoration and contemporary printing techniques. Students have the opportunity to take their final piece home with them. Technology Assessments are based upon: • Investigation skills (Research) • Presentation and creativity of ideas. • Manufacturing and practical skills, including the ability to join/combine materials/ingredients. • Ensuring a quality finish to the products that are manufactured.
Humanities	In year 8 students study History, Geography and RE. Students will spend one half term studying solely Geography, History and Religious Education. This is then repeated during the second half of the academic year to enable each student to receive a detailed, broad and balanced Humanities curriculum that is indicated below. **Geography (half term 1 and half term 4)** Violent Planet Formation and function of Rivers **History (half term 2 and half term 5)** The Great War Nazi Germany The Holocaust **Religious Education half term (3 and half term 5)** Religion and Equality Life and Death Big Stories from the Bible Regular assessment to monitor and enable progression takes place at the end of each half term in accordance with National Curriculum leveling criteria. Crucially, the Humanities course aims to provide all students with the skills needed to be a success at GCSE.
Drama	During Year 8 students engage in three units which develop their practical skill, drama knowledge and creativity. • Unit 1 – Silent Movies. • Unit 2 – Crime and Punishment • Unit 3 – Adaptation of Blood Brothers They will learn the basic principles of Drama and develop their knowledge through performance and appreciation of various styles. Students work both independently and as part of a team to develop their spiritual, moral, social and cultural awareness and core school cooperative values. Students are given a level of attainment for each unit based upon their contribution, skills, knowledge and understanding.

Music	In year 8 students will perform individual and also as part of an ensemble, compose, listen and appraise others student's work. Students will: • analyse and perform adverts, • compose their own music for an advertisement, • Listen to and appraise various genres of film music. For example students will perform a piece of music from the James Bond theme.
Physical Education	Physical Education in Year 8 aims to develop students' competence and confidence in a variety of different activities which will enable students to lead a healthy, active lifestyle. It promotes physical skill, physical development and an understanding of how the body responds during exercise. Students will be physically active in all lessons and will Understand the benefits of regular participation in sport. Students will develop their skills in the activities shown below which build on the fundamental skills and techniques that they learned in the previous year. Areas of activity are: ***Athletics*****:** Students will aim to use a range of running, jumping and throwing techniques, singly and in combination and identify how different types of activity affect specific aspects of fitness. ***Games*****:** Students will refine and adapt existing skills. Specific techniques will also be developed that suit different activities and consistency will be strived for. Adaptability and correct responses to changing situations in games will be developed and tactical knowledge of different sports will also improve. ***Fitness:*** Students will analyse their components of fitness through a series of tests including: strength, aerobic endurance, speed, flexibility, muscular endurance and power. Students will investigate their ability to perform to their maximum in a variety of tests and will compare their results to national averages. ***Outdoor and Adventurous Activities***—Students will aim to meet challenges in outdoor activities and journeys. They will use a range of orienteering and problem solving skills in these challenges. Identify the roles and responsibilities of individuals within a group when planning strategies and respond to changing conditions and situations.
Dance	During Year 8 students engage in three units in dance which develop their physical skill, dance knowledge and creativity. • Unit 1 – Dance Skill (Capoeira) • Unit 2 – Dance Style (Street Dance) • Unit 3 – Dance Composition (Choreography) They will learn the basic principles of dance movement and choreography through appreciation of dance styles from around the world. Students work both independently and as part of a team to develop their spiritual, moral, social and cultural awareness and core school cooperative values. Students are given a level of attainment for each unit based upon their contribution, skills, knowledge and understanding.

Art	In art, craft and design, students explore visual, tactile and other sensory experiences to communicate ideas and meanings. They work with traditional and new media, developing confidence, competence, imagination and creativity. They learn to appreciate and value images and artefacts across times and cultures, and to understand the contexts in which they were made. In art, craft and design, pupils reflect critically on their own and other people's work, judging quality, value and meaning. They learn to think and act as artists, craftspeople and designers, working creatively and intelligently. They develop an appreciation of art, craft and design, and its role in the creative and cultural industries that enrich their lives. In year 8 students will study a range of topics and art movements including The Sea, Optical Art and Graffiti. They will refer to both historical and contemporary works of art and be introduced to a wide range of artists such as Bridget Riley and Banksy.
Modern Foreign Languages (French)	Students in year 8 develop the four language skills of *Listening*, *Speaking*, *Reading* and *Writing* in the *present, past and future tense*. By the end of the academic year, students should be able to: • Listen to a short *Target Language* text and identify the main points • Listen to a passage in the present, past and future tense and answer questions • Take part in a short conversation giving likes/dislikes • Answer simple questions using the present and past tense • Read simple *Target Language* texts and answer questions in English • Read a longer passage in French about past events and answer questions • Copy familiar phrases correctly • Write and speak from memory using present, past and future tense.