



# Year 8 Spring Term 2 (February – April 2024)



## Curriculum Overview

Core

English

- 19<sup>th</sup> Century: The Speckled Band Arthur Conan Doyle
- Understand and explore (What and How) the genre of the gothic novel and characterisation of villains and victims.
- Use relevant subject terminology consistently, accurately and appropriately when responding to the Sherlock Holmes short story.
- Be able to embed short quotations while analysing the characters within SH.
- Explore the writer’s use of language to present a character.
- Identify, explain and explore how the following devices imply meaning: Semantic field (security, danger, fear and protection) Parallelism (through the repeated pattern of questioning and response)
- Explore the features of the Victorian crime novel and link to authorial production and reception.
- Construct personal viewpoints in the form of thesis statements.
- Focus on the effects of the whole text and controlling ideas. How does the novel try to persuade the reader to think a certain way?
- Explore and question how 'A Speckled Band' reflects ideas about greed, cruelty, and obsession and deception Question + Summarise.

Mathematics

### Data

- Find the Mean, Mode, Median and Range
- Find the Mean from a table
- Plot and Interpret a Bar Chart (incl. Dual and Composite)
- Plot and Interpret a Line Graph
- Plot and Interpret a Scatter Graph
- Measuring and Drawing Angles
- Drawing Pie Charts
- Comparing 2 sets of data

Science  
Biology  
Chemistry  
Physics

### 8H Rocks

- Students learn about how rocks are extracted from the Earth. We study how igneous, sedimentary and metamorphic rocks are formed and we look at the effects of weathering.

### 8C Breathing & Respiration

- Students learn about the process of breathing. What is gas exchange? What is aerobic and anaerobic respiration? What are the effects of smoking?

World

History

### How did the Industrial Revolution impact experiences in the British Empire? 1700-1900

The Industrial Revolution, Cholera and Public Health, The French Revolution, Napoleonic Wars, East India Company, American Revolution, Scramble for Africa, Slave Trade, Life on Plantations, American Civil War, Experiences of the British Empire.

- Identify/ describe changes from agriculture to industrialisation
- Describe conditions in textile factories
- Explain the impact of Cholera on public health
- Describe the experiences of Victorian women
- Case study: French Revolution/ Napoleon
- British Empire- reasons, size, location, imperialism.
- Compare different interpretations of the British Empire.
- Compare different experiences of empire- India, America, Africa

<p>Geography</p>	<p><b>How are populations changing?</b></p> <ul style="list-style-type: none"> <li>• World population distribution and change.</li> <li>• How countries attempt to control population change.</li> <li>• About types of migration.</li> <li>• To be able to understand urbanisation and how cities evolve.</li> <li>• How to understand the population control strategies in Russia and China.</li> </ul> <p>Students will know:</p> <ul style="list-style-type: none"> <li>• How is the world's population changing?</li> <li>• What opportunities and risks are caused by population change?</li> <li>• How do people manage changing populations?</li> </ul>
<p>French</p>	<p><b>8.6 Transport and problems</b></p> <ul style="list-style-type: none"> <li>• Retrieval of the past tense using <i>avoir</i> and <i>être</i>.</li> <li>• Use of the prepositions '<i>en</i>' and '<i>à</i>' when discussing modes of transport.</li> <li>• Use of the modal phrase '<i>on doit</i>'</li> </ul> <p><b>8.8 Easter in the French Speaking world:</b></p> <ul style="list-style-type: none"> <li>• Students should be able to describe Easter traditions and celebrations in the French speaking world.</li> <li>• students should be able to recognise and use vocabulary relating to Easter celebrations</li> </ul>
<p>Spanish</p>	<p><b>8.6 Transport and problems</b></p> <ul style="list-style-type: none"> <li>• Retrieval of the past tense using <i>tener</i> and <i>ser</i>.</li> <li>• Use of the prepositions '<i>en</i>' and '<i>a</i>' when discussing modes of transport.</li> <li>• Use of the modal phrase '<i>se debe/tienes que</i>'</li> </ul> <p><b>Easter in the Spanish Speaking world:</b></p> <ul style="list-style-type: none"> <li>• Students should be able to describe Easter traditions and celebrations in the Spanish speaking world.</li> <li>• Students should be able to recognise and use vocabulary relating to Easter celebrations.</li> </ul>
<p>Philosophy and Ethics</p>	<p><b>Key Figures – Was Jesus God?</b></p> <ul style="list-style-type: none"> <li>• Explain the reasons Christians believe that Jesus had to die (to bridge the gap of sin, to enable us to have an eternal relationship with God) and how this impacts Christians' lives today.</li> <li>• Discuss Jesus' resurrection and what this proves to Christians (death is not the end, gives them hope).</li> </ul> <p><b>Why Do We Suffer?</b></p> <ul style="list-style-type: none"> <li>• What is suffering? Different forms of suffering, moral and natural.</li> <li>• The purpose of suffering – can it be explained?</li> <li>• Christians and suffering – why do Christians believe we suffer?</li> <li>• Muslims and suffering – why do Muslims believe we suffer?</li> <li>• Hindus and suffering – why do Hindus believe we suffer?</li> <li>• If suffering is some kind of test for the afterlife, what do different religions believe about the afterlife? We consider this from the viewpoints of Christians, Muslims, Hindus, and non-religious people.</li> </ul>

<p>ARRK Lessons</p> <p>Core Values Aspirational Resilient Respectful Kind</p>	<p><b>Relationships</b></p> <p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• that there are different types of committed, stable relationships.</li> <li>• how these relationships might contribute to human happiness.</li> <li>• the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.</li> <li>• the characteristics of positive and healthy friendships including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent.</li> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• that some types of behaviour within relationships are criminal, including violent behaviour and coercive control</li> </ul>
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Technical

<p>Computer Science</p>	<p><b>8.3 Python</b></p> <ul style="list-style-type: none"> <li>• How do we program in python?</li> <li>• Why is python beneficial?</li> <li>• Students will learn how to code programs in python. Additionally, they will learn how python is effective in the real world and understand the use of specific programming languages.</li> </ul>
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Performance

<p>Art</p>	<p><b>Visual Elements of Art: Pattern.</b></p> <p>Exploring how patterns can be used to enhance the impact and meaning of an artwork.</p> <p>Tasks include;</p> <ul style="list-style-type: none"> <li>• Chance spontaneity (drawing)</li> <li>• Repeat pattern (print)</li> <li>• Sequences (drawing)</li> <li>• Organic (drawing)</li> <li>• Tessellation (drawing)</li> </ul> <p>Students will explore a minimum of two tasks from the above list.</p>
<p>Drama</p>	<p><b>Sustain a defined character.</b></p> <p>Plan and create performances that make use of a range of drama techniques and skills to express ideas.</p> <ul style="list-style-type: none"> <li>• Introduction of a design element</li> <li>• Frantic Assembly &amp; Physical Theatre</li> <li>• Create a devised piece from a stimulus.</li> <li>• Reflect and evaluate work via a journal.</li> <li>• Incorporate script work and learned</li> <li>• Showcase skills to the audience</li> </ul>
<p>Music</p>	<p><b>Blues music and its influences</b></p> <p>Learners will understand the origins of Blues, the key features of Blues music and the influence of Blues music on other styles. Learners will then compose in a Blues style using the skills and knowledge gained.</p> <ul style="list-style-type: none"> <li>• Topics/Skills covered in Blues music and its influences include:</li> <li>• Understanding the history and origins behind Blues Music and how it links in with the slave trade. (HT1)</li> </ul>

- Understanding the key features of Blues music and how it influenced a range of different musical genres. (HT1)
- Identify the 12 bar blues chord progression. (HT2)
- Use the blues scale to compose melodies and riffs. (HT2)
- To compose a piece of Blues music and notate it using Sibelius software. (HT2)

**Physical  
Education**

**Emotional Intelligence**

Students will understand what emotional intelligence is and the importance of it in their lives.

**Understand Emotions**

Students will develop their understanding of emotions and how it might impact behaviour.

**Express Emotions**

Students will develop their understanding of how to appropriately express how they are feeling.

**Recognise Emotions**

Students will understand how to recognise their own and others' emotions and why this is an important part of emotional intelligence.