



# **St Katherine's School**

## **Year 8 Curriculum Guide**

# Maths

Students are assessed every 12 weeks, with an in class assessment covering topics from recent units. This is followed by specific feedback and guidance to make improvements in areas of weakness.

Students are expected to complete 1 task on Hegarty Maths and 30 games on TTRockstars every week. The Hegarty Maths task will be set based on a topic which has previously been taught, and the TTRockstars programme will automatically progress based on efficiency of students' answers.

Parents should encourage the completion of both of these tasks and can assist with the deepening of understanding of topics by giving their child the opportunity to explain what they have learnt and how it can be applied.

1	2	3	4	5	6	7	8
31-Aug	07-Sep	14-Sep	21-Sep	28-Sep	05-Oct	12-Oct	19-Oct
Review and Improve			Fractions			Percentages	
02-Nov	09-Nov	16-Nov	23-Nov	30-Nov	07-Dec	14-Dec	
Percentages			Assessment	Algebra 2			
04-Jan	11-Jan	18-Jan	25-Jan	01-Feb	08-Feb		
Algebra 2				Geometry - circles and area			
22-Feb	01-Mar	08-Mar	15-Mar	22-Mar	29-Mar		
Geometry - circles and area		Assessment	Ratio, Proportion and Rates of Change				
19-Apr	26-Apr	03-May	10-May	17-May	24-May		
Ratio, Proportion and Rates of Change			Statistics				
07-Jun	14-Jun	21-Jun	28-Jun	05-Jul	12-Jul	19-Jul	
Geometry - 3D shapes			Assessment				

# English and Media Studies

Once a fortnight, all students complete 'The Writing Challenge', an extended writing task which teaches them generic features and the skill of proofreading.

All students are expected to read for at least twenty minutes a day and must bring their book to school every day.

Term	Topic
1	<b>Promethean Endeavour: Myth and the Science of Stories</b> Tales from Ovid's <i>Metamorphoses</i> and Pullman's version of <i>Frankenstein</i>
2	<b>The craft of writing</b> - taught through the <i>Cambridge Latin Course</i>
3	Shakespeare's <b>Macbeth</b>
4 and 5	Arthurian Legend and Quest Writing
5 and 6	<b>Of Mice and Men</b> by John Steinbeck

# Science

All assessments are shown in **BOLD**.

Term	8T	8P1	8Y1	8S	8Y2	8P2
1	<ul style="list-style-type: none"> <li>• Reproduction</li> <li>• Space</li> <li>• Light</li> </ul>	<ul style="list-style-type: none"> <li>• Reproduction</li> <li>• Space</li> <li>• Chemical reactions</li> </ul>	<ul style="list-style-type: none"> <li>• Space</li> <li>• Chemical reactions</li> <li>• Reproduction</li> </ul>	<ul style="list-style-type: none"> <li>• Reproduction</li> <li>• Space</li> <li>• Chemical reactions</li> </ul>	<ul style="list-style-type: none"> <li>• Reproduction</li> <li>• Space</li> <li>• Chemical reactions</li> </ul>	<ul style="list-style-type: none"> <li>• Space</li> <li>• Acids and alkalis</li> <li>• Reproduction</li> </ul>
2	<ul style="list-style-type: none"> <li>• Acids and alkalis</li> <li>• Chemical reactions</li> </ul> <b>Autumn test</b>	<ul style="list-style-type: none"> <li>• Light</li> <li>• Acids and alkalis</li> </ul> <b>Autumn test</b>	<ul style="list-style-type: none"> <li>• Acids and alkalis</li> <li>• Light</li> </ul> <b>Autumn test</b>	<ul style="list-style-type: none"> <li>• Acids and alkalis</li> <li>• Light</li> </ul> <b>Autumn test</b>	<ul style="list-style-type: none"> <li>• Light</li> <li>• Acids and alkalis</li> </ul> <b>Autumn test</b>	<ul style="list-style-type: none"> <li>• Light</li> <li>• Acids and alkalis</li> </ul> <b>Autumn test</b>
3	<ul style="list-style-type: none"> <li>• Adaptations and inheritance</li> <li>• Periodic table</li> </ul>	<ul style="list-style-type: none"> <li>• The earth</li> <li>• Motion and pressure</li> </ul>	<ul style="list-style-type: none"> <li>• Adaptations and inheritance</li> <li>• The Earth</li> </ul>	<ul style="list-style-type: none"> <li>• Adaptations and inheritance</li> <li>• The Earth</li> </ul>	<ul style="list-style-type: none"> <li>• Adaptations and inheritance</li> <li>• The Earth</li> </ul>	<ul style="list-style-type: none"> <li>• Motion and pressure</li> <li>• Adaptations</li> <li>• The periodic table</li> </ul>
4	<ul style="list-style-type: none"> <li>• Motion and pressure</li> <li>• The Earth</li> </ul> <b>Spring test</b>	<ul style="list-style-type: none"> <li>• Ecosystems</li> <li>• Metals &amp; Acids</li> <li>• Motion &amp; Pressure</li> </ul> <b>Spring test</b>	<ul style="list-style-type: none"> <li>• Motion and pressure</li> <li>• The periodic table</li> </ul> <b>Spring test</b>	<ul style="list-style-type: none"> <li>• Motion &amp; pressure</li> <li>• The periodic table</li> </ul> <b>Spring test</b>	<ul style="list-style-type: none"> <li>• The periodic table</li> <li>• Motion and pressure</li> </ul> <b>Spring test</b>	<ul style="list-style-type: none"> <li>• The Earth</li> <li>• Digestion</li> </ul> <b>Spring test</b>
5	<ul style="list-style-type: none"> <li>• Electricity and magnetism</li> <li>• Separation techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Digestion</li> <li>• Health</li> <li>• Separation techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Electricity and magnetism</li> <li>• Digestion</li> <li>• Health</li> </ul>	<ul style="list-style-type: none"> <li>• Separation techniques</li> <li>• Electricity and magnetism</li> </ul>	<ul style="list-style-type: none"> <li>• Digestion</li> <li>• Health</li> <li>• Electricity and magnetism</li> </ul>	<ul style="list-style-type: none"> <li>• Health</li> <li>• Electricity and magnetism</li> </ul>
6	<ul style="list-style-type: none"> <li>• Digestion</li> <li>• Health</li> </ul>	<ul style="list-style-type: none"> <li>• Electricity and magnetism</li> </ul>	<ul style="list-style-type: none"> <li>• Separation techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Digestion</li> <li>• Health</li> </ul>	<ul style="list-style-type: none"> <li>• Separation techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Separation techniques</li> </ul>
6	<ul style="list-style-type: none"> <li>• Revision</li> <li>• <b>End of year 8 exam</b></li> <li>• CASE (Conitive Acceleration through Science Education)</li> <li>• Investigation</li> </ul>					

You can help your child prepare for their science assessments using the links and page numbers [here](#).

# Computing

In year 8 students have one lesson of computing per fortnightly cycle in a dedicated computing suite. Students cover five topics over the course of the year that address some of the key skills in all three of the National Curriculum strands, E-safety, Digital Literacy and Computing.

All students are registered for a Google account, which includes an email address and computing lessons are delivered through Google Classrooms, where students can access teaching resources as well as learning materials. Students build an e-portfolio of work throughout the year by 'turning in' their work on Google Classrooms and all of their assessments, which are termly, are completed online and form part of their e-portfolio.

In year 9 students move onto developing their computing skills alongside theoretical aspects of Digital Literacy, E-safety and Computer Science, with the option of choosing KS4 GCSE Computer Science in year 10.

Term	Topic
1	Computer networks
2	
3	Understanding HTML
4	
5	Promoting a brand using social media platforms
6	

## **Assessment:**

In year 8 assessment will combine elements of in iterative and summative assessment on the following topic areas:

**Baseline:** assessment focusing upon the teaching content in Year 7.

**Networks:** End of topic summative assessment of in class learning

**Website development:** Self and peer assessment of use of HTML to develop student's webpage.

**Social media promotion:** Self and peer assessment of effectiveness of student work.

## **How can I support my child's learning?**

Where appropriate encourage students to develop their understanding of the HTML coding language.

Encourage students to review their home's network security and encryption settings.

Analytical and moderated use of social media to understand how online branding and advertising works.

# Design, Art & Technology

In Key stage 3 students rotate through modules that cover the areas of

- Food, Preparation and Nutrition,
- Product Design
- Textiles

Across all areas students learn to problem solve, be independent learners, and produce quality items that could be commercially viable.

Students are assessed at the end of each design stage during the modules

Design stages are

- Investigation
- Designing
- Manufacturing
- Evaluation

Parents can support their child in

- Going through their work and looking at how the presentation of the work can be improved.
- Looking at the feedback given by the teacher and making improvements to the work.
- Looking at the extension tasks.

<b>Textiles</b>	Design and make a storage container to show imagination and to continue building upon the use of hand and machining skills learnt in year 7.
<b>Food, Preparation and nutrition</b>	<p>Make a range of dishes which demonstrate skills in a safe, hygienic and creative way</p> <p>Diet and health</p> <p>Food labelling</p> <p>Special diets</p>
<b>Product Design</b>	<p>Design and make a mood light inspired by calming influences to show imagination.</p> <p>Build upon previous hand tool skills and work with computer aided design and manufacture to develop products.</p> <p>Present design ideas in 3D using isometric sketching and computer aided design.</p> <p>Theory of different types of woods, their uses and properties.</p>

# Art

Students are assessed on the following every three weeks, and at the end of each project (that lasts for two terms):

- Observational drawing
- Artist research
- Development of personal ideas
- A final outcome

Parents can support their child by:

- Looking at their work together and the feedback given by the teacher and discussing ways of improving the outcomes.
- Looking at the extension tasks together and supporting their child to complete them.

<b>Identity/Portraits (2D)</b>	<p><u>Pencil</u> - grids and enlarging (1st hand) and proportion. Continuous line drawing, use of tone / highlights with 2b / 4b pencils &amp; putty &amp; plastic rubber.</p> <p><u>Graphite</u> - contour drawing</p> <p>Use of <u>viewfinder</u> - selecting, mapping and enlarging</p> <p><u>Fine liner</u> - simplification, pattern</p>
<b>Aliens (3D)</b>	<p><u>Pencil</u> - tonal shading (observational creatures)</p> <p><u>Colour Pencil</u> - blending (observational creatures)</p> <p><u>Felt Tips</u> - pattern (imaginary)</p> <p><u>Wire / modroc / tissue</u> - construction and papier mâché</p> <p><u>Acrylic paint</u> - dry brushing and pattern</p>
<b>Local Built Environment (Print)</b>	<p><u>Multi-monoprinting</u> - many colours</p> <p><u>Fineliner and pencil</u> - hatching and wash (fineliner and thin black felts); tonal blending and smudge sticks</p> <p><u>Painting</u> - block and opaque colours</p> <p><u>Gouache</u> - controlled brush work</p> <p><u>Extension</u> - multi-media composition (collage)</p>
<b>Analytical Writing</b>	<div style="border: 1px solid red; padding: 5px; display: inline-block; margin-bottom: 10px;">2D</div> <ul style="list-style-type: none"> <li>• Chuck Close</li> <li>• Kerby Rosanes</li> <li>• Johanna Basford</li> <li>• Yayoi Kusama</li> </ul> <div style="border: 1px solid red; padding: 5px; display: inline-block; margin-bottom: 10px;">3D</div> <ul style="list-style-type: none"> <li>• Yinka Shonibare</li> </ul> <div style="border: 1px solid red; padding: 5px; display: inline-block; margin-bottom: 10px;">PRINT</div> <ul style="list-style-type: none"> <li>• Emily Ketteringham</li> <li>• Cheism</li> <li>• Emmeline Simpson</li> </ul> <p>Personal opinions, making a connection between artists and their own work, using key vocabulary</p>

# Humanities

**Assessment:** Students are assessed routinely as they complete enquiry topics. At the end of each topic students will have a formal assessment which will test both knowledge & understanding as well as key skills.

**How can I support my child's learning?** Students should ensure that they catch up on any missed or incomplete work due to absence in order to produce a complete set of notes. Parents can encourage students to deepen their knowledge of the topics that are covered through discussion, additional reading, watching documentaries and visiting relevant sites.

Term	Geography	History	Philosophy & Belief	Citizenship
1	<b>Journey to Japan:</b> Human and physical geography of Japan, economy, culture, wealth and happiness, earthquakes and tsunami	<b>The Tudors:</b> Henry VIII, Mary I, Elizabeth I, Black Tudors.	<b>Buddhism: Beliefs, Teachings and practices</b> The Buddha's life story; the Four Noble Truths; The Eightfold Path; Meditation	<b>Identity &amp; Rights:</b> Freedom of speech and human rights issues.
2	<b>Wild Weather</b> The water cycle, rain, air pressure, climate graphs, UK weather, hurricanes.	<b>The Renaissance and Restoration:</b> Gunpowder Plot, Witchcraft, the English Civil War and Renaissance developments. .	<b>Prejudice and Discrimination:</b> The causes and impacts of prejudice and discrimination with particular focus on women and homophobia	<b>Government:</b> The political spectrum and political issues.
3	<b>Environmental Issues:</b> Plastic pollution, desertification	<b>Transatlantic Slave Trade:</b> African kingdoms, origins of slavery, the slave trade triangle, the Middle Passage. Harriet Tubman, the Underground Railroad, the abolition and legacy of slavery.	<b>Islam:</b> Key Beliefs (The Five Pillars) and attitudes to the wearing of the veil.	<b>Careers:</b> Accessing career guidance, finding jobs & building assertiveness.
4	<b>Unequal Planet:</b> Measuring and mapping global development, uneven development, urban and rural poverty, sanitation and hygiene, debt, development solutions		<b>Christianity:</b> Key Beliefs and teachings about Jesus. Special study into miracles	<b>Crime:</b> Civil & criminal offences, causes of crime and stereotyping of young people.
5	<b>Staggering Landscapes:</b> erosion and weathering, coastal features, rivers and waterfalls, glaciated valleys	<b>The Industrial period:</b> the Industrial Revolution and Jack the Ripper investigation.	<b>Wealth and Poverty:</b> Attitudes to wealth and poverty. Causes of poverty. Responses to Poverty. Attitudes to Charity	<b>Money:</b> Budgets, credit, debt and financial pressures
6				<b>Community &amp; Action:</b> pressure groups and how to take action effectively on a range of issues.



# Performing Arts

## Drama

Assessment: students are assessed on rehearsal, performance and verbal evaluative skills. Performed assessment will take place at the end of each topic.

Support: students would benefit from visiting and experiencing live theatre, film and watching acclaimed drama television series. Radio 4 plays and story telling would also be of excellent further study. Attend rehearsals at lunch time and after school. Students could also attend a variety of clubs/groups such as singing, dancing and acting to build confidence. Students are encouraged to take part in 2 extra curricular events; school musical, SKAMPS, performing arts nights, drama club.

Term	Topic
1	<b>Dark Fairytales.</b> Devising work based on grimm tales. Students are working together to create an original fairytale using a variety of Drama techniques – levels, status, tableaux, transitions, proxemics. Characterisation skills – body language, facial expressions, eye contact, voice. Students will start to look at technical elements of performance understanding how subtext and atmosphere can be created through lighting and sound. Directing and planning long term project. Overarching theme; working as a theatre maker to create a wholesome performance.
2	<b>Stage Combat Devising.</b> Devising work based on scenarios. Professional and safe ways to create fight scenes or physical scenes within performance. Based on safety and control to create an effective performance. Drama techniques – Slow motion, tableaux, marking the moment, thought track. Characterisation skills – body language, facial expressions, eye contact, voice. Overarching theme; developing action – reaction.
3	<b>The Loner Poem Stimulus based.</b> Scripted stimulus with improvisation incorporated. Discussion based; developing meaning behind the poem and using subtext and text. Understanding what it means to read between the lines. Internal and external feelings and how we present ourselves in hard situations. Drama techniques – levels, status, tableaux, transitions, proxemics, monologue. Characterisation skills – body language, facial expressions, eye contact, voice. Overarching theme; creating believability and evoking empathy within our audience.
4	<b>Warden X.</b> Stimuli work for devising. Focusing on social and cultural issues surrounding youth borstal units in 1980 compared to modern day. Teacher in role and whole class role play. Drama techniques; mood/atmosphere, 3rd person narration, verbatim script work, tableaux, soundscape, marking the moment. Characterisation skills – facial expression, body language, eye contact, vocal tone. Overarching theme; understanding different systems that have progressed overtime to support young people and how it could impact the choices you make.
5	<b>Our Day Out by Willy Russell.</b> Long term project to read the whole play as a class with group activities using specific scenes as well as improvising to understand character. Understanding what it means to read between the lines; subtext/text. Drama techniques – Role on the wall, levels, status, tableaux, transitions, proxemics. Characterisation skills – body language, facial expressions, eye contact, voice. Overarching theme; Learning to work with a script and developing sight reading as a skill in drama.
6	<b>Anne Frank's Diary.</b> Stimulus work based on verbatim theatre genre. Historical context stimuli work for devising. Cross curricular links with History prep for Y9 T1/2. Learning the story of AF. Drama techniques: symbolism, thought tracking, monologue, improvisation, naturalism, mood/atmosphere, slow motion, transitions, directing and planning long term project. Characterisation skills: Characterisation skills – body language, facial expressions, eye contact, voice. Overarching theme; making cross curricular links to gain insight and understanding into historical events of our past.

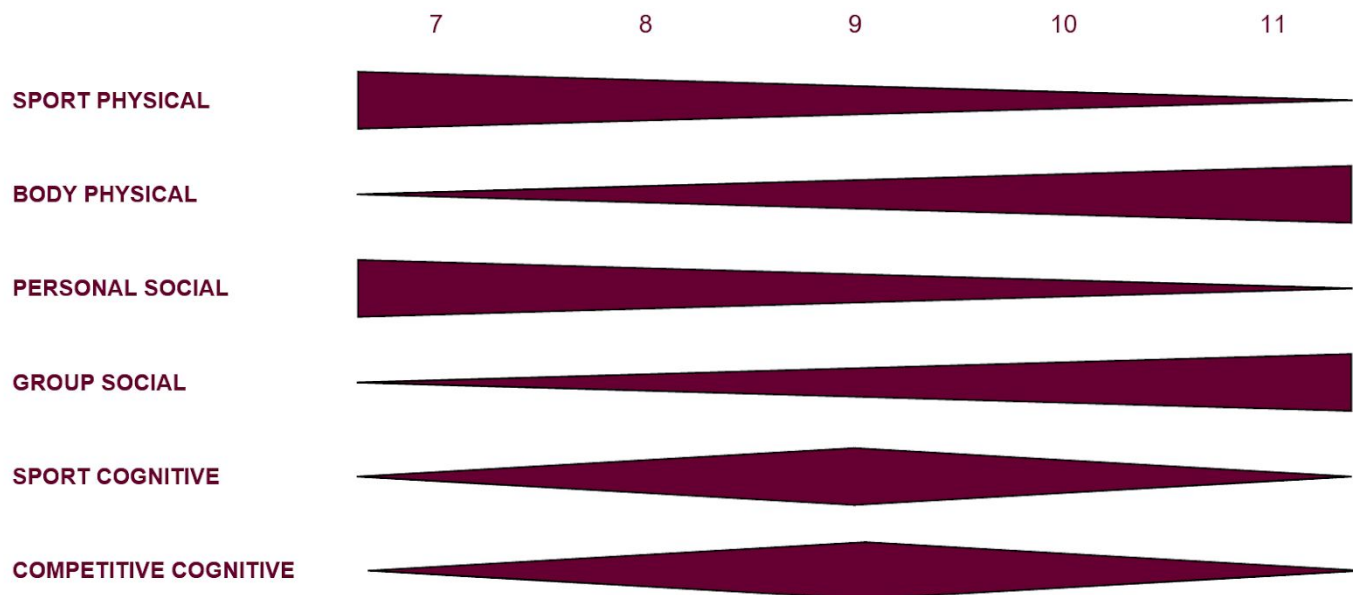
## Music

Term	Topic
1	<b>The Beatles</b> Students learn about the Beatles and why they were significant in British musical history.
2	They learn about how they changed the face of pop music and how they took their musical influences from a wide range of different styles. They learn several Beatles songs and also look at how the Beatles influenced later bands such as Oasis.
3	<b>The Orchestra</b> Students learn about the different instrumental families and the instruments within them.
4	They learn to identify instruments by their sound and look at the principles of sound production. They learn about the role of a conductor and the importance of this within a performance. They listen to examples of famous orchestral music and develop their keyboard skills through learning excerpts of classical pieces.
5	<b>3 chord project</b> Students learn how to work out the notes which make up various chords. We specifically focus on chords C, F, G and students practise moving between the chords. Students work in groups to create a performance of two well known pop songs which only use 3 chords.
6	

# Physical Education

## What will PE lessons focus on?

We have 6 different focus areas and use these to categorise the work that we do in PE lessons. These focus areas cover three main domains; physical, social and cognitive. You can see from the graphic below how our focus on different areas changes as students move through school.



## What activities will be covered?

Activities are always subject to access to facilities, weather and needs of any given teaching group. The information below is an outline of intended activities. Staff may well adapt the content of lessons using their professional judgements. Groups will rotate activities during school terms and will be informed about activity changes by their teachers.

Map	AUTUMN TERM				SPRING TERM				SUMMER TERM				
	Term 1		Term 2		Term 3		Term 4		Term 5		Term 6		
	Block 1	Block 2	Block 3	Block 4	Block 5	Block 6	Block 7	Block 8	Block 9	Block 10	Block 11	Block 12	
YEAR 8	BOYS	Rugby		Rugby		Football		Football		Athletics		Athletics	
		Fitness		Basketball		Minor Games		Rackets		Strike & Field		Rackets	
	GIRLS	Netball		Netball		Hockey		Hockey		Athletics		Athletics	
		Football		Dance		Rackets		Fitness		Strike & Field		Rugby	

## What else is on offer?

Physical education lessons are one part of our faculty offer. We have a comprehensive range of extra-curricular activities that focus on recreational physical activity and competitive school sport. We pride ourselves on the fact that there is always something happening in PE and we actively encourage everyone to come along and get involved. Our extra-curricular timetable varies greatly and so more information will be available from PE teachers or form tutors.



# Modern Foreign Languages

Dates	Topic	Assessments
<b>Term 1</b>	<ul style="list-style-type: none"> <li>• The alphabet</li> <li>• Days/Months/Numbers (1-31)/Colours</li> <li>• Introduce yourself</li> <li>• Understand other's introductions</li> <li>• Grammatical patterns</li> <li>• Grammatical functions</li> <li>• Word order</li> <li>• Connectives</li> <li>• Opinions</li> <li>• Introduce yourself (name/age/birthday/what you like or not)</li> <li>• Describe yourself (hair/eyes/height)</li> </ul>	<p>Fortnightly vocabulary tests.</p> <p>End of cycle assessments Listening/Reading/Writing and/or speaking</p>
<b>Term 2</b>	<ul style="list-style-type: none"> <li>• Imperfect tense</li> <li>• Family members</li> <li>• Describe your family</li> <li>• Say how you get on with your family</li> <li>• Give and justify opinions</li> <li>• Animals</li> <li>• Talk about your pets</li> <li>• Extending sentences</li> </ul>	<p>Fortnightly vocabulary tests.</p> <p>End of cycle assessments Listening/Reading/Writing and/or speaking</p>
<b>Term 3</b>	<ul style="list-style-type: none"> <li>• Present tense with key verbs</li> <li>• Give and justify your opinions about school subjects</li> <li>• Comparisons about teachers and subjects</li> <li>• Describe your timetable</li> <li>• Tell the time</li> <li>• Free time activities</li> <li>• Key verbs related to daily routines</li> <li>• Talk about your routine</li> <li>• Describe a typical day</li> <li>• Near future tense</li> <li>• Talk about what activities you are going to do next weekend</li> </ul>	<p>Fortnightly vocabulary tests.</p> <p>End of cycle assessments Listening/Reading/Writing and/or speaking</p>
<b>Term 4 &amp; 5</b>	<ul style="list-style-type: none"> <li>• Conjugate regular and irregular verbs in the conditional tense</li> <li>• New technologies</li> <li>• Use specific vocabulary on a topic</li> <li>• Social media</li> <li>• Give opinions in the present/imperfect and near future about social media</li> <li>• Predict how social media will develop</li> <li>• Discuss advantages and disadvantages of new technologies</li> <li>• Organise a debate</li> </ul>	<p>Fortnightly vocabulary tests.</p> <p>End of cycle assessments Listening/Reading/Writing and/or speaking</p>
<b>Term 6</b>	<ul style="list-style-type: none"> <li>• Learn ket facts about The Caribbean (French &amp; Spanish speaking islands)</li> <li>• Cultural themes</li> </ul>	<p>Fortnightly vocabulary tests.</p> <p>End of year presentation</p>