

# Year 8 Curriculum Guide 2018-19



Traditional Values • Contemporary Aspirations • Creative Curiosity

# MALET LAMBERT

# Introduction

## Curriculum

At Malet Lambert, the curriculum we offer aims to ensure knowledge, creativity, skills and learner success throughout the key stages. Our core purpose is to provide a positive educational experience for all our students through a deep and rich curriculum offer. We adapt the curriculum to suit the needs of each learner to enable access and achievement for all. We ensure a strong focus on the skills required for the demands of the new GCSE and vocational qualifications and proudly use our state-of-the-art building to deliver our curriculum. We offer a wide range of courses at all levels to prepare pupils for further study at sixth form and beyond for their grade 9-1 GCSEs in 2022.

Our curriculum aims are:

- to deliver a curriculum reflecting the needs our learners.
- to raise aspirations, promote resilience and create successful learners
- to promote spiritual, moral, social and cultural development
- to equip our pupils with the skills needed for their future

## Year 8

Malet Lambert offers Year 8 pupils a deep and rich curriculum offer to develop pupils' subject knowledge, key learning skills and moral and cultural development. Pupils will develop independent learning, thinking skills, creativity and learner resilience through a variety of subjects and topics. Our learners gain the competences required to prepare them for the future GCSE and vocational curriculum requirements. Pupils also learn about the personal and social issues which challenge them as young adults in today's society.

## Staff Contacts:

ENGLISH  
MATHS  
ART  
COMPUTING  
DRAMA  
GEOGRAPHY  
HISTORY  
MFL  
MUSIC  
PHYSICAL EDUCATION  
PSHE & BRITISH VALUES  
SCIENCE  
TECHNOLOGY

Miss S Beadle (Director)/Mr B Latham  
Mr S Grey (Director)/Mr M Brammall  
Mr A Richardson Medd  
Mr P Bell  
Miss H Nickolay  
Mrs N Harriott  
Miss N Cutts  
Mr M Thompson  
Mrs K Wilkinson  
Mr A Ripley  
Mrs L Stanforth  
Mr D Johansson  
Mrs V Smithson



# English

## Units taught in Year 8:

AUTUMN	SPRING	SUMMER
<p>WRITING: The Gothic</p> <p>What is the gothic genre?</p> <p>Grammar focus: Prefixes, suffixes, modal auxiliaries, prepositions</p>	<p>WRITING: Current Affairs</p> <p>How do the world's current affairs have an impact on you?</p> <p>Grammar focus: Drafting and re-writing, comparative and superlative adjectives</p>	<p>WRITING: English Through Time</p> <p>Where does our language come from?</p> <p>Grammar focus: Revision of apostrophes, brackets, hyphens, ellipsis</p>
<p>NOVEL STUDY : 'The Boy in the Striped Pyjamas'</p> <p>'Does the past influence the future?'</p> <p>Grammar focus: Concrete, abstract, proper nouns, adverbial phrases, imperatives</p>	<p>READING: Poetry: Place/Culture</p> <p>Why does culture matter?</p> <p>Grammar focus: Revision of simple, compound and complex sentences, connectives</p>	<p>READING: The Tempest/ A Midsummer Night's Dream</p> <p>Why is Shakespeare still important today?</p> <p>Grammar focus: Revision of embedded clauses, connectives, semi-colons, colons</p>

## Main skills developed in Year 8:

- Writing, reading and speaking and listening will be assessed throughout the year
  - Identifying key themes and characters in texts
  - Selecting evidence to support views
  - Use of PEED (POINT, EVIDENCE, EXPLAIN, DEVELOP) in order to analyse a text successfully
  - Collating information from a range of sources
  - Developing vocabulary within own writing
  - Understanding of social/ historical contexts of texts
  - Exploring language devices used by writers
  - Speaking and listening
  - Organising writing into paragraphs
  - Varying sentence structures
  - Key literacy skills
  - Using a range of punctuation
  - Develop skills in working as part of a group, in pairs and independently
  - Developing an understanding of different genres of writing
  - Developing a range of personal, listening and thinking skills within a variety of contexts
- SPaG

## How parents can help to support their son's/daughter's learning:

- Encourage your child to review their written work and re-draft for improved technical accuracy
- Encourage reading for pleasure at home to enhance students' understanding of different text types and reading for meaning
- Encourage your child to share their homework tasks with you and therefore check their accuracy, presentation and depth before handing homework in
- Students will be set fortnightly homeworks

## We provide the following extra-curricular clubs:

- First Story

If you have any queries, please contact Miss S Beadle



# Maths

## Units taught in Year 8:

AUTUMN	SPRING	SUMMER
Working with number	Graphs	Fractions and decimals
Geometry	Number	Proportion
Probability	Interpreting data	Circles
Percentages	Algebra	Equations and formulae
Congruent shapes	Shape and ratio	Comparing data
Surface area and volume of prisms		

## Main skills developed in Year 8:

- Calculating percentage change, increasing and decreasing by a given percentage
- Calculating volume and surface area of prisms
- Calculating gradients and  $y=mx+c$
- Real life graphs
- Solving complex equations
- Expanding and factorising expressions
- Direct and inverse proportion
- Calculating the area and circumference of a circle

## How parents can help to support their son's/daughter's learning:

- Ensure that your child is always equipped with a pen, pencil, ruler and calculator
- Encourage the need for meeting homework deadlines
- Encourage the need for revision to consolidate the topics taught within their maths lesson

Students will be set weekly homework. This will be in the form of a written task or computer based task.

## The following websites can help your son/daughter's learning:

- [www.vle.mathswatch.com](http://www.vle.mathswatch.com)
- [www.mathedup.co.uk](http://www.mathedup.co.uk)
- [www.corbettmaths.co.uk](http://www.corbettmaths.co.uk)

If you have any queries, please contact Mr M Brammall



# Art & Design

## Units taught in Year 8:

AUTUMN	SPRING	SUMMER
<p>Pop Art Food – Pupil explore the work of American painter Wayne Thiebaud who is famous for his depictions of everyday objects such as ice creams, cakes, pies, lipsticks and hot dogs.</p> <p>Pupils will explore observational drawing skills and develop an understanding of recording with oil pastels. Work will evolve from 2D to 3D whereby they will create sculptural representations of Thiebaud paintings.</p> <p><i>Note – The work undertaken in years 7, 8 and 9 aims to ensure that pupils are GCSE ready by familiarisation with GCSE assessment terminology, structure and standards/expectations. Pupils are expected to develop skills, acquire knowledge and develop an understanding of the art world.</i></p>		<p>Celebrity Artist Portraits – Pupils explore the world of portraiture starting with the traditions of drawing in proportion before progressing onto exploring the work of a range of contemporary practitioners such as Julian Opie, Chuck Close, Josh Bryan etc.</p> <p>Pupils will continue to develop a growing understanding of the formal elements while developing a confidence with a range of materials.</p>

## Main skills developed in Year 8:

- Use of a wide variety of materials and techniques in a consistent and effective way
- How to plan, develop and produce a final piece in an organised and creative way
- How to apply the formal elements – line, shape, tone, texture, pattern and colour
- How to interpret a work of art in different ways based on cultural and historical context
- How to use a variety of sources and information to inspire new works
- How to interpret reality in different ways from traditional perspectives
- How to produce a work of art which clearly communicates an idea, emotion or opinion
- How to attract/ meet the needs of a particular audience



## How parents can help to support their son's/daughter's learning:

- Provide paper and materials at home so your child can regularly produce their own work
- Visit local exhibitions/cultural events and discuss them
- Encourage your child to go the extra mile with presentation and creativity of homework
- Have a go yourself!

## The following websites can help your son/daughter's learning:

- <http://www.tate.org.uk>
- <http://www.artchive.com>
- <http://www.bbc.co.uk/schools/gcsebitesize/art/>
- <http://baltic.art>
- <https://www.saatchigallery.com>
- <https://hepworthwakefield.org>
- <http://whitecube.com>
- <https://thephotographersgallery.org.uk>
- <https://www.nationalgallery.org.uk>
- <https://www.npg.org.uk>
- <https://ysp.co.uk>
- <https://www.turnercontemporary.org>

Galleries, museums, Theatres in Hull

<https://www.hull2017.co.uk/guides/theatres-museums-galleries/>

The 10 Best Contemporary Art Galleries In Leeds

<https://theculturetrip.com/europe/united-kingdom/england/articles/an-art-lover-s-guide-to-leeds-top-10-contemporary-galleries/>

If you have any queries, please contact Mr A Richardson Medd

# Computing

## Units taught in Year 8:

AUTUMN	SPRING	SUMMER
<p><i>Web Design – What makes a good website?</i></p> <p><i>Students learn about cyberbullying and other related e-safety issues as well as key legislation relating to these issues. They then apply their knowledge and build their web creation skills by designing a website on cyberbullying, aimed at a younger audience</i></p>	<p><i>Digital Image Editing – Can you always believe what you see?</i></p> <p><i>Students are given an industry related scenario to produce a professional piece of artwork using industry standard graphics software. Students develop their graphic skills in the software before being asked to produce the finished graphic for the given scenario</i></p>	<p><i>Digital presentations – How do you engage an audience?</i></p> <p><i>Students develop their skills in creating digital presentations using industry standard presentation software</i></p>
<p><i>Evolution of gaming – How have games evolved?</i></p> <p><i>Student gain an understanding of how games have evolved over the years and then learn and develop their graphical programming skills over the weeks to create their very own retro computer game.</i></p>	<p><i>Modelling – What's the quickest way of working something out?</i></p> <p><i>Students gain an understanding and build their skills in industry standard spreadsheet software</i></p>	<p><i>Computer Science – What is a text based language?</i></p> <p><i>Students develop their programming skills further by studying and learning to code in a text based programming language.</i></p>

## Main skills developed in Year 8:

- Design, use and evaluate computational abstractions that model the state and behaviour of real-world problems and physical systems
- Understand several key algorithms that reflect computational thinking (for example, ones for sorting and searching); use logical reasoning to compare the utility of alternative algorithms for the same problem
- Use two or more programming languages, at least one of which is textual, to solve a variety of computational problems; make appropriate use of data structures (for example, lists, tables or arrays); design and develop modular programs that use procedures or functions
- Undertake creative projects that involve selecting, using, and combining multiple applications, preferably across a range of devices, to achieve challenging goals, including collecting and analysing data and meeting the needs of known users
- Create, re-use, revise and re-purpose digital artefacts for a given audience, with attention to trustworthiness, design and usability



- Understand a range of ways to use technology safely, respectfully, responsibly and securely, including protecting their online identity and privacy; recognise inappropriate content, contact and conduct and know how to report concerns.

## How parents can help to support their son's/daughter's learning:

Encourage practicing the skills they learn at school with particular attention to learning to program in different languages by downloading and installing the relevant software which is freely available at no charge. Students will be given the links to the sites where they can find the software for free.

Students will be set homework activities for longer projects which require work to be produced and used in the following lessons.

## We provide the following extra-curricular clubs:

- Homework drop in sessions during lunchtimes or after school

If you have any queries, please contact Mr P Bell

# Drama

## Units taught in Year 8:

AUTUMN	SPRING	SUMMER
Commedia, Melodrama & Pantomime	Introduction to Scripted Drama	Physical Theatre-Process Drama
Students will be learning about the key features of the theatrical genres of Commedia dell' Arte, Pantomime and Melodrama and will show that they can perform specific characters and comic scenes. They will interpret short scripts and make original sequences of visual comedy for audiences.	Students will develop knowledge and understanding of vocal interpretation, physical interpretation, relationships on stage and performance conventions. Throughout this unit students will also be introduced to working with script.	Students will learn about various elements of physical theatre through a variety of activities, both practical and theoretical. Students will also develop understanding and exploration of written texts and picture books and is a way of providing meaningful and engaging contexts for creating drama. One or more drama strategies will be used to develop an understanding of, character, event and scenario.

## Students are developing their ability to:

- Participate in practical exercises and assignments responsibly, confidently and effectively
- Demonstrate confidence, increased skill and effectiveness when participating and performing in short drama activities
- Explore and experiment in drama activities using an increasing range of techniques, voices and movements
- Fulfill different roles and perform them with increasing competence in the class/group
- Explain their own/others' work giving similarities and differences, identifying their own successes
- Consider how the drama was created, performed and seen

Each of the drama activities used offers opportunities for students to develop their teamwork, focus, energy, character, imagination, narrative language skills, spontaneity, confidence and trust. Students can overcome inhibitions and build positive relationships: all of these are essential to future successes for life



## How parents can help their sons/daughters to learn in Drama:

- Encourage your child to talk about what they did in their lessons – to describe the characters they played and the situations their characters experienced
- Watch a television comedy together and discuss how the characters created the comic situation and try to explain how the actors communicate what they are feeling (using their facial expressions and body language)
- Encourage them to see live drama – school productions and showcases, local theatre productions
- Encourage your child to participate in extra-curricular drama activities

Homework is set once every half-term: this could involve the completion of a worksheet, responding to questions or completing a task.

## The following website can help your son's/daughter's learning:

- [www.bbc.co.uk/bitesize/ks3](http://www.bbc.co.uk/bitesize/ks3)

## We provide the following extra-curricular activities:

- KS3 Drama Club (weekly 3.15pm – 4.15pm)
- KS3 Dance Club (weekly 3.15pm – 4.15pm)
- School production (lunchtime and after-school rehearsals and some weekends)

If you have any questions, please contact Miss H Nickolay

# French

## Units taught in Year 8:

AUTUMN	SPRING	SUMMER
Le tourisme et les loisirs	Ma journée, la France et les médias	La technologie et la culture française
<p>Talking about usual holidays and preferred holidays</p> <p>Describing your ideal holiday</p> <p>Describing a past holiday, where you went and what you did</p> <p>Talking about festivals</p> <p>Discussing sports, leisure activities and active holidays</p> <p>Naming parts of the body and talking about sports injuries</p> <p>Describing sports personalities and events</p>	<p>Daily life and issues in francophone countries</p> <p>Talking about where you live and where you're going to live</p> <p>Describing your daily routine</p> <p>Talking about what you did yesterday</p> <p>Discussing what you can do to help others</p> <p>French-speaking countries in Africa</p> <p>Talking about television programmes</p> <p>Music genres; giving detailed opinions on music</p> <p>Talking about film genres and reviewing a film</p> <p>Reading preferences and understanding the use of language through advertising</p>	<p>Describing old and new technology</p> <p>Talking about using technology and for leisure activities</p> <p>The risks of social networking sites</p> <p>Pros and cons of new technology</p> <p>Favourite technology gadgets</p> <p>Comparing France and Britain</p> <p>Describing a country</p> <p>Talking about French personalities</p> <p>Talking about transport and new technology</p> <p>French cartoons</p>

## Main skills developed in Year 8:

- Spontaneous and natural sounding speaking using authentic expressions
- Using an example text as a model
- Continuing to develop their knowledge of when and how to use a dictionary
- Developing the use of high frequency words
- Using the context to work out unknown words
- Developing extended opinions and giving reasons why
- Reading more challenging authentic texts in French
- Developing listening skills using continuous texts and predicting the context
- Using thinking skills
- Creative writing
- Verb manipulation and learning verb endings
- Working with at least three tenses
- Understanding translation skills into both languages (French and English)



- Developing skills to speak spontaneously in French
- Producing and understanding role-plays
- Developing key structures to allow pupils to talk about any photo

## How can parents help to support their son's/daughter's learning:

- Encourage vocab learning at home by using look/say, cover, write, check technique.
- Encourage the use of 'memrize' to embed topic specific vocabulary
- Check pupil planners regularly to ensure you can see what their homework is in French.
- Using [www.wordreference.com](http://www.wordreference.com) to check any unknown words with your son/daughter.

Students will be set weekly online homework ([www.doddlearn.co.uk](http://www.doddlearn.co.uk)) which will consist of vocab learning and a quiz to consolidate their learning. Vocab learning is really important for their progression in French. Worksheets usually support skills that they have acquired in lessons and will consolidate learning. Homework tasks could be reading activities, grammar worksheets, translation tasks, or even extended writing. Advice and guidance is available in the MFL section of our website with how you can support your child's language learning experience through our online homework software.

## The following websites can help your son/daughter's learning:

- [www.doddlearn.co.uk](http://www.doddlearn.co.uk)
- [www.wordreference.com](http://www.wordreference.com)
- <http://www.bbc.co.uk/education/levels/z4kw2hv>

## We provide the following extra-curricular activities:

- Spelling Bee
- Vocab Challenges within House competitions
- Cultural awareness in preparation for the year 9 trip abroad. (Cost Involved)

If you have any questions, please contact Mr M Thompson.

# Geography

## Units taught in Year 8:

AUTUMN	SPRING	SUMMER
<p><i>Antarctica</i></p> <p><i>Antarctica is a wilderness under threat. Pupils will investigate the differing threats to the Antarctic region and evaluate the impacts of these threats. The issue of climate change will be studied with reference to the impact this is having on Antarctica. Management solutions to the problems the area faces will be analysed and level of success gauged.</i></p>	<p><i>China</i></p> <p><i>The China unit gives pupils an understanding of the issues facing one of the worlds most developing nations. Pupils will investigate the growth in Chinas population, the impacts of this and the management solution to it. The economic growth of China along with the environmental consequences of this will be studied using case study examples.</i></p>	<p><i>Kenya</i></p> <p><i>Pupils will map the location of Kenya and identify the human and physical features of Kenya. Development indicators will be analysed and comparisons made between countries. The Maasai tribe will be researched in order to understand their way of life and comparisons will be made to the UK. Urbanisation will be studied together with the issues of squatter settlements such as those of Kibera. The growth in tourism in Kenya will be investigated with the costs / benefits evaluated.</i></p> <p><i>Energy</i></p> <p><i>This unit of work is all about energy and sustainability and the ways we can protect our environment. It covers a wide range of energy issues from carbon emissions to the greenhouse effect. Pupils will understand the impacts of energy choices on the environment at a range of scales and the ways that this can be reduced.</i></p>

## Main skills developed in Year 8:

- Constructing maps and plans at a variety of scales, using graphical techniques to present evidence
- Investigation skills including analysing data, interpreting information, evaluating methods and forming conclusions
- Justifying opinions and decisions
- Decision making and problem solving skills
- Interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs
- Use Geographical Information Systems (GIS) to view, analyse and interpret places and data

- Use fieldwork data in contrasting locations to analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information.
- Literacy and numeracy skills
- Analysing and manipulating data
- Comparing and contrasting information
- Communicating knowledge and understanding using geographical vocabulary and conventions in both speech and writing
- Developing spelling, punctuation and grammar skills throughout the Geography curriculum.

## How can parents help to support their son's/daughter's learning:

Please go to the Geography, History or RE sections of our website and download our humanities booklet for detailed information on how to support your child.

## The following websites can help your son/daughter's learning:

- [www.curriculumbits.com/geography/waterfalls](http://www.curriculumbits.com/geography/waterfalls)
- [www.bbc.co.uk/news](http://www.bbc.co.uk/news)
- <http://mapzone.ordnancesurvey.co.uk/mapzone>
- [www.nationalgeographic.co.uk/uk](http://www.nationalgeographic.co.uk/uk)
- [www.thisishullandestrading.co.uk/news](http://www.thisishullandestrading.co.uk/news)

If you have any queries please contact Mrs N Harriott



# History

## Units taught in Year 8:

AUTUMN	SPRING	SUMMER
What is History?	Why did slavery end in the USA?	What was life like in the trenches in World War One?
The Industrial Revolution	Did life get better for African Americans?	How important was the role played by women in World War One?
Was Great Britain really great?	How important were Martin Luther King and Malcolm X in the development of rights for African Americans?	Why did some men refuse to fight in World War One?
How did Britain change in the Industrial period?	Life in Britain in 1900	Why it is important to remember what happened in World War One?
Why did crime and punishment change in The Industrial Period?	How democratic was Britain?	Why did World War Two break out?
Why was empire so important?	What was the truth about attitudes towards women in 1900's Britain?	Which were the most important turning points in World War Two?
The Treatment of India	The Suffragettes	How and why has crime and punishment changed over time?
The Slave Trade	Why did World War One break out?	
Why was slavery abolished in the UK?		

## Main skills developed in Year 8:

- Chronology
- Organisation and communication skills
- Historical enquiry
- Structuring written work
- Interpretation and source work
- Knowledge and understanding

Students will be set weekly short homework or longer projects which require work each week.

## How can parents help to support their son's/daughter's learning:

- Encourage your child to watch the news and discuss it
- Encourage your child to read widely including newspapers and websites

## The following websites can help your son/daughter's learning:

- [www.bbc.co.uk/history](http://www.bbc.co.uk/history)
- [www.nationalarchives.gov.uk/education](http://www.nationalarchives.gov.uk/education)
- [www.historyonthenet.com](http://www.historyonthenet.com)
- [www.schoolhistory.co.uk](http://www.schoolhistory.co.uk)

## We provide the following extra-curricular opportunities:

- Horrible Histories theatre trips

If you have any queries please contact Miss N Cutts



# Music

## Units taught in Year 8:

AUTUMN	SPRING	SUMMER
Hooks and Riffs	Performance Skills	Dance Music
<i>Pupils will learn about the musical devices that make a successful pop song. They will explore hooks and riffs through performance and listening and will have the opportunity to compose their own hooks and riffs using a range of different methods.</i>	<i>During this unit pupils will build on and refine the performance skills they developed in Y7. They will explore the qualities required to be a successful performer and will work on developing these skills and qualities in a range of ways.</i>	<i>Pupils will learn about the common features of dance music and explore dance music from a range of cultures and periods in history.</i>

## Main skills and understanding developed in Year 8:

- Music reading – building on understanding formed in Year 7
- Performance skills – instrumental, vocal, solo and ensemble, building on skills developed in Year 7
- Composition – song writing and composing with technology
- Listening, analysis, and discussion of a variety of music from different genres and periods in history
- Music technology – sampling and sequencing
- Subject specific vocational links

Pupils will complete at least one homework activity every half term, linked to the unit of study for each term

## How parents can help to support their son's/daughter's learning:

- Encourage participation in extra-curricular activities
- Encourage exposure to a wide range of musical genres, including contemporary popular music
- Monitor the completion of homework activities

## The following websites can help your son/daughter's learning:

- [www.musiceducationuk.com](http://www.musiceducationuk.com)
- [www.musicteachersgames.com](http://www.musicteachersgames.com)
- [www.whymusicmatters.org](http://www.whymusicmatters.org)

## We provide the following extra-curricular clubs:

- Choir
- Wind Band
- Percussion Ensemble
- String Group
- Guitar Jam Club
- Keyboard Club
- Instrumental lessons on a wide variety of orchestral and popular instruments (charges apply)

If you have any queries, please contact Mrs K Wilkinson



# Physical Education

## Units taught in Year 8:

Over the school year we will cover the following sports, dependent on gender. Each term, we will focus on improving the necessary skills needed to perform well and progress in that type of sport, along with general fitness and stamina training, and healthy living awareness.

The department chooses to offer a wide variety of activities to ensure that students are challenged to develop a diverse skill set. During lessons, practical skills are backed up with theoretical physical education knowledge to equip students with the information needed to make the correct decisions regarding their health, fitness and wellbeing alongside a level of understanding that can lead to the uptake of GCSE Physical Education in KS4.

## Boys

AUTUMN	SPRING	SUMMER
Rugby, Football, Basketball, Fitness, Table Tennis		Cricket, Athletics, Softball

## Girls

AUTUMN	SPRING	SUMMER
Netball, Football, Rugby, Hockey, Fitness, Table Tennis, Dance		Rounders, Athletics

## Main skills developed in Year 8:

- General motor skills
- Analysing Performance (self & peers)
- Use of ICT in PE
- Techniques from a variety of sporting activities
- Rules and tactics
- Communication
- Teamwork
- Knowledge of different types of competition
- Knowledge of different training methods

## How parents can help to support their son's/daughter's learning:

- Encourage active healthy lifestyle and balanced diet
- Encourage your child to take part in extra curricular activities
- Encourage them to take part in sporting activities outside school
- Encourage your son/daughter to be well organised regarding their PE kit
- Encourage your child to watch live sport and develop knowledge of tactics and rules

## The following websites can help your son/daughter's learning:

- Relevant National Governing body websites e.g. [www.thefa.com](http://www.thefa.com)
- [www.bbc.co.uk/schools/gcsebitesize/pe](http://www.bbc.co.uk/schools/gcsebitesize/pe)
- Follow the PE twitter account for updates from the PE Department [@maletlambertpe](https://twitter.com/maletlambertpe)
- [www.teachpe.com](http://www.teachpe.com)

We provide a very extensive extra-curricular programme, please see the extra-curricular timetable for more information.

If you have any queries, please contact Mr A Ripley



# PSHE

PSHE and SMSC will be taught over six 'Enrichment Days' throughout the year. Students will be able to engage in exciting, inspiring and motivating workshops and activities.

## Units taught in Year 8:

AUTUMN	SPRING	SUMMER
<i>Health and Wellbeing</i>  <i>Alcohol</i> <i>Drugs and the Law</i> <i>Consent and sexting</i>	<i>Relationships/Living in the Wider World</i>  <i>Teamwork and cooperation</i>	<i>Living in the Wider World</i>  <i>British Values</i> <i>Diversity</i> <i>Community rights and responsibilities</i>
Careers  <i>A focus on the future and what pupils can do after they finish secondary school.</i>		<i>Health and Wellbeing</i>  <i>Diet and fitness</i> <i>Avoiding harmful substances</i>

## Main skills developed in Year 8:

- Acquisition of information on a range of health issues that are relevant to age, maturity and understanding
- The development of emotional and social skills, including skills for learning, achieving, managing change and looking after health
- The exploration and clarification of values and beliefs, including respect, morality and an understanding of cultural diversity
- Developing a range of personal, listening and thinking skills within a variety of contexts
- Selecting evidence to support views
- Collating information from a range of sources
- Developing relevant and specific vocabulary
- Talking and listening with peers
- Organising views into structured pieces of writing



## How can parents help to support their son/daughter's learning:

- Encourage discussions about local and national issues with your son/daughter.

Students will be set short homeworks to complete research work related to issues studied during the lesson.

## The following websites can help your son/daughter's learning:

- [www.drinksense.org](http://www.drinksense.org)
- [www.talktofrank.com](http://www.talktofrank.com)
- [www.samaritans.org](http://www.samaritans.org)
- [www.rethink.org](http://www.rethink.org)
- [www.cluedupinhull.com](http://www.cluedupinhull.com)
- [www.thesite.org](http://www.thesite.org)
- [www.anred.com](http://www.anred.com)
- [www.b-eat.co.uk](http://www.b-eat.co.uk)

## We provide the following extra-curricular clubs/fieldwork opportunities:

- Hull Youth Parliament
- Chinese New Year and European Day of Languages

If you have any queries please contact Mrs L Stanforth

# Science

## Units taught in Year 8:

Topics are taught on rotation throughout the year		
<p><b>Will we survive the winter?</b></p> <p>Pupils will learn about a balanced diet and how digestion ensures the body can make use of this. They will also study pathogens and the defences the human body has against them.</p>	<p><b>Why are fireworks different colours?</b></p> <p>Pupils will learn about the reactivity series and how this can be used for extraction of metals. They will also practise balancing equations during this unit.</p>	<p><b>What does Space sound like?</b></p> <p>Pupils will learn the fundamental concepts of waves including reflection and refraction. They will also compare longitudinal and transverse waves by studying light and sound in more depth.</p>
<p><b>Can we live forever?</b></p> <p>Pupils will learn about how plants photosynthesise and the nutrients needed by plants for survival. They will also explore respiration and how this relates to the circulatory system.</p>	<p><b>Will humans end the world?</b></p> <p>Pupils will learn about the structure of the Earth and its atmosphere. They will investigate human impact on the environment, along with climate change and fuels.</p>	<p><b>How can we make the school bell ring earlier?</b></p> <p>Pupils will learn about electricity and magnetism in this unit - including current, voltage, resistance, static electricity and electromagnets.</p>



## Main skills developed in Year 8:

- How to work safely within a science lab
- Identifying and analysing evidence to draw conclusions
- Recording and presenting results accurately and in a useful way
- Developing key vocabulary

## How can parents help to support their son/daughter's learning:

- Discuss science related topics in everyday situations
- Encourage your child to work out answers for themselves
- Talk to your child about what they have learned in school
- Encourage questioning of things they hear or are interested in

Students will be set homework tasks through each topic they follow.

## The following websites can help your son/daughter's learning:

- <http://www.bbc.co.uk/education/subjects/zng4d2p>

If you have any queries, please contact Mr D Johansson or Mr L Raisin.



# Spanish

## Units taught in Year 8:

AUTUMN	SPRING	SUMMER
Las vacaciones	Mi tiempo libre	¡A Salir!
Describing past holidays Using the preterite (past) tense Saying what you did on holiday Giving more details and expressing opinions on past events Conducting a presentation about your holiday Learning more about Spanish-speaking countries Saying where you would like to go in the future Using the conditional tense	Talking about mealtimes, using time expressions Sopping for food, using high numbers Eating at a Spanish restaurant Talking about a past meal, using the preterite tense Using the preterite tense with irregular verbs Talking about activities Expressing opinions Describing friends using adjectives	Understanding nationalities Talking about places in town Writing an extended text Using the present and the near future together Talking about what films and TV you watch Making arrangements to go out with friends Adding expressions to your spoken Spanish Using comparatives

## Main skills developed in Year 8:

- Understanding and forming the preterite past tense
- Spontaneous and natural sounding speaking using authentic expressions
- Using an example text as a model
- Continuing to develop their knowledge of when and how to use a dictionary
- Developing the use of high frequency words
- Using the context to work out unknown words
- Developing extended opinions and giving reasons why
- Reading more challenging authentic texts in Spanish
- Developing listening skills using continuous texts and prediction the context
- Using thinking skills
- Creative writing
- Verb manipulation and learning verb endings
- Working with at least three tenses
- Understanding translation skills into both languages (Spanish and English)
- Developing skills to speak spontaneously in Spanish
- Producing and understanding role-plays
- Developing key structures to allow pupils to talk about any photos

## How can parents help to support their son's/daughter's learning:

- Encourage vocab learning at home by using look/say, cover, write, check technique.
- Encourage the use of 'memrize' to embed topic specific vocabulary
- Check pupil planners regularly to ensure you can see what their homework is in Spanish..
- Using [www.wordreference.com](http://www.wordreference.com) to check any unknown words with your son/daughter.

Students will be set weekly online homework ([www.doddlelearn.co.uk](http://www.doddlelearn.co.uk)) which will consist of vocab learning and a quiz to consolidate their learning. Vocab learning is really important for their progression in Spanish. Worksheets usually support skills that they have acquired in lessons and will consolidate learning. Homework tasks could be reading activities, grammar worksheets, translation tasks, or even extended writing. Advice and guidance is available in the MFL section of our website with how you can support your child's language learning experience through our online homework software.

## The following websites can help your son/daughter's learning:

- [www.doddlelearn.co.uk](http://www.doddlelearn.co.uk)
- [www.wordreference.com](http://www.wordreference.com)
- <http://www.bbc.co.uk/education/levels/z4kw2hv>

## We provide the following extra-curricular activities:

- Revision/catch up sessions to support progress in Year 8
- Spelling Bee
- Vocab challenges- house competitions.
- Cultural awareness in preparation for the year 9 trip abroad. (Cost Involved)

If you have any questions, please contact Mr M Thompson.

# Technology

## Units taught in Year 8:

Pupils will study the 4 main areas of Technology throughout the year.

AUTUMN	SPRING	SUMMER
<b>Textiles</b>		
Pupils will look at the work of Antoni Gaudi. Antoni Gaudi is renowned for his architectural design. He has created many of Barcelona's landmarks. Pupils will be tasked with designing and making a cushion cover showing a range of textiles techniques. Each cushion cover will be made up of 4 squares using tie dye, batik, couching, appliqué and stencilling.		
<b>Food Technology</b>		
Pupils develop their practical skills throughout Year 8 making Frittata, Yorkshire curd tarts, fishcakes and mince beef cobbler. Lessons are themed around SMSC themes including; Free range, British farming and sustainable fishing methods. Food science remains a key focus throughout Year 8. Our pupils make their own cheese for their Yorkshire curd tarts.		
<b>Technology</b>		
Pupils will design and make a night light using a range of different tools and equipment such as the laser cutter, 2D computer design program as well as building the electronic circuit.		
<b>3D Design</b>		
Pupils will explore design and making Inspired by artists and design movements, pupils will develop a range of skills and techniques to help them build and form a 3D product		



## Main skills developed in Year 8:

- Using a range of machinery to aid in the production of practical outcomes
- Researching existing products to provide knowledge and inspiration
- Develop more advanced design skills
- Developing key vocabulary
- Communication and design skills
- Talking and listening – peer and self-assessment

## How parents can help to support their son's/daughter's learning:

- Purchasing ingredients for Food Technology practical lessons
- Getting involved in homework

Students will be set homework fortnightly in most of the Technology subjects

## The following websites can help your son/daughter's learning:

- **Technology student and the British Museum, exhibitions and galleries for design inspiration**

## We provide the following extra-curricular clubs:

- Key Stage 3 Fashion Show club
- Key Stage 3 Incredible Edibles Food Science Club

If you have any queries, please contact Mrs V Smithson





James Reckitt Avenue • Kingston-upon-Hull • HU8 0JD  
Tel 1. 01482 374211 • Fax. 01482 707642  
[www.maletlambert.co.uk](http://www.maletlambert.co.uk)