



**Year 8**



Maths

**Mastering Maths: Where is it?**

Students continue to work with shapes. Now all the internal properties of shapes have been defined, we consider the shape as a whole in two-dimensional space. This begins with first locating the shape in space, before beginning to transform it or undertake calculations with it (such as area).

**Students learn:**

- How to locate a point or series of points on a two-dimensional coordinate grid (the Cartesian plane)
- How to transform two dimensional shapes on the coordinate grid and consider the impact of these changes on the shape's dimensions
- To calculate the area of 2 dimensional shapes, both on and off the coordinate grid

By the end of the half term students will appreciate the need for a rigorous system for identifying the position of points, shapes and lines. They will also understand how to move, rotate, reflect and enlarge (or reduce) shapes on the cartesian grid and understand how these transformations change coordinates. The changes to the shapes also introduce the concept of ratio, which is covered in the next term.

**Mastering Maths: That's a bit steep...**

This half term students really explore the link between equations and their graphs. It is an opportunity to study the connection between two variables (often x and y) and introduces the concept of gradient as a rate of change.

**Students learn to:**

- Understand how a linear equation is simply a relationship between two variables and therefore leads to a straight line graph on the coordinate grid
- Understand that these lines will always be in the form  $y=mx+c$
- Understand the importance of accuracy of measurement and how to round answers appropriately.

By the end of the half term students have manipulated and graphed algebraic relationships. They have done it in relatively straightforward scenarios. They then extend their understanding to graphs of proportionality and eventually scatter graphs and correlation, where the connections between the variables aren't as clear.

**The Creation of a Scientist: Humans as Organisms**

Setting the scene for inside of the human body and body systems, this unit delves into the wonders of the digestion and enzymes involved in digesting food. Students are given the opportunity to carry out practical work to test for different foods. As students' progress through the unit, they begin to map out the journey of nutrients and gases throughout the body. This sets the foundation for the bioenergetics unit later in the year where students learn about respiration.

**Students learn to:**

- Describe how a poor diet can have an impact on the body and investigate the causes and treatments of eating disorders including obesity, starvation, and mineral deficiency.
- The different stages in digestion and the adaptations of the human digestive system
- Describe the organisation and adaptations of the respiratory system
- State the names and function of the components of the blood
- Label the main features of the heart and briefly describe how the blood is pumped through the four chambers

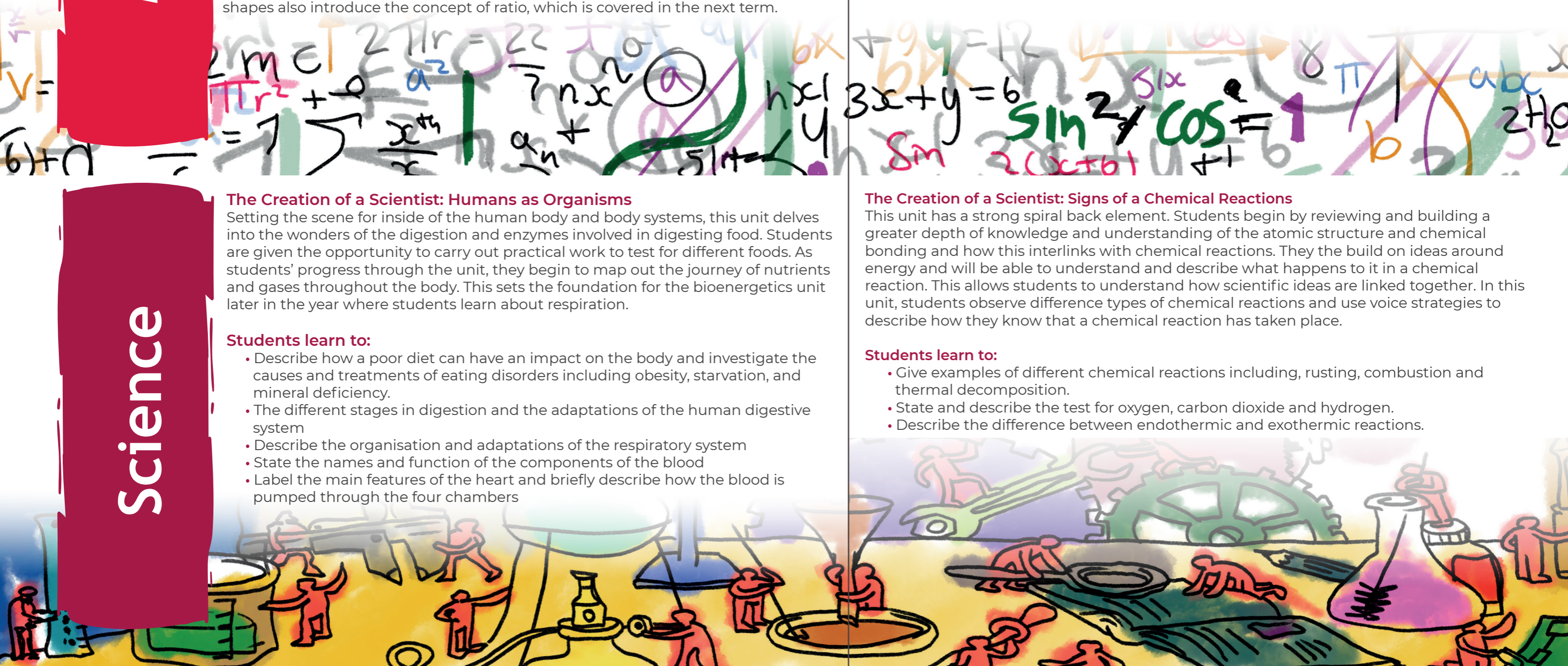
**The Creation of a Scientist: Signs of a Chemical Reactions**

This unit has a strong spiral back element. Students begin by reviewing and building a greater depth of knowledge and understanding of the atomic structure and chemical bonding and how this interlinks with chemical reactions. They then build on ideas around energy and will be able to understand and describe what happens to it in a chemical reaction. This allows students to understand how scientific ideas are linked together. In this unit, students observe different types of chemical reactions and use voice strategies to describe how they know that a chemical reaction has taken place.

**Students learn to:**

- Give examples of different chemical reactions including, rusting, combustion and thermal decomposition.
- State and describe the test for oxygen, carbon dioxide and hydrogen.
- Describe the difference between endothermic and exothermic reactions.

Science





English

**Voices in Literature: The Gothic Novel**

This thematic unit examines the Gothic genre as students explore the dark sides of writers' imaginations and how we as readers, seek to define our world and ourselves by that which has terrified humanity for eternity.

**Skills and knowledge covered:**

- Students read a range of gothic stories to explore the appeal of fear and how an idea of 'otherness' reflects our own society and its fragility. Students will look at overarching themes and symbolism within the gothic genre and its typical conventions: setting, characters and monsters, building tension and figurative language.
- The reading and understanding of a range of texts studied will include: extracts from Charlotte Bronte's 'Jane Eyre', Mary Shelley's 'Frankenstein', 'The Woman in Black' by Susan Hill, 'Bleak House' by Charles Dickens and 'The Strange Case of Dr Jekyll and Mr Hyde' by Robert Louis Stevenson in the forms of graphic novels or the novella.

Our curriculum encourages using the library and accelerated reader to support reading progress, which is underpinned with a termly class reader. Bedrock vocabulary is used to enhance students' exposure and knowledge of academic vocabulary.

**Voices in Writing: Things that Go Bump in the Night**

Students build on their knowledge of the gothic genre's features, to devise their own darkly demonic and dreadful descriptions.

**Skills and knowledge covered:**

- Incorporating the knowledge base from the reading component and emulating gothic elements, themes, symbols, characters and settings; students will develop these and their own writing skills.
- With a focus on imagery, sentence crafting, technical accuracy and vocabulary, students will build on their Year 7 learning experiences to demonstrate progression within these skills.
- Expression and imagination are encouraged through the Academy's writing program, as students explore and practise descriptive structures and the drafting process.

Students should be happily settled in their core English work including Bedrock Vocabulary and the school reading programme. The use of the library continues to be an important part of the English curriculum.



Humanities

**Was the 20th and 21st Century just death and disaster?: Natural disasters**

Students explore the natural processes which can have a detrimental impact on the world. They use their prior knowledge on climate and physical processes to evaluate the impact of these processes and interpret both the negative and sometimes positive effects they can have. Students apply their understanding of religious views on suffering to assess how disasters are perceived amongst different religious groups.

**Topics include:**

- Earthquakes
- Volcanic eruptions
- Flooding
- Famine
- Religious views on suffering and the sanctity of life

**Was the 20th and 21st Century just death and disaster?: World War One and the Inter-war period**

Students explore the events that plunged Britain into war twice during the last century and evaluate the consequences for our society today. Students evaluate the changes to society brought about by the first world war and examine religious views on war to assess how wars are perceived amongst different religious groups.

**Topics include:**

- The causes of World War One
- Trench Warfare
- The impact of World War One on society including the role of women
- The start of independence movements
- Religious views on war





MFL

### Keep A Light on: Remaining European

Our study this half term provides the perfect opportunity to learn more about German and Spanish cities. Through the use of authentic maps, texts and images, students explore new places and learn to describe them in the target language.

#### Topics include:

- European Geography
- Compass Points
- Describing where I live
- Describing the weather in different seasons
- Using possessive pronouns
- 1st and 3rd person verb endings
- Changing from the definite to the indefinite article

Giving simple opinions and adding justification

### Hometown Glory: Remaining European

Would you rather live in the city or countryside? Do you prefer museums or markets? Students practise questioning one another and giving extended responses about their home town and other European cities.

#### Topics include:

- Describing what there is in your town
- Adjectival endings/agreements
- Describing what you can do in your town
- Using modal verbs
- Using advanced sentence starters to improve my argument
- Comparing towns and cities
- The advantages and disadvantages of living in my area
- Focus on written accuracy and being able to answer questions under pressure.





Art & Design

**Creative Voice: Welcome to the Next Level**

Students are introduced to their 'Jumanji' projects. Throughout Year 8, students create a series of tasks, designing their own board game and characters. They study the work of Levi Hastings and develop drawing and quality colouring skills through accurate observational drawings creating an artist's emulation. This is developed looking at students preferred font style with a typography overlay Fact File. Alongside the main unit, students also creates a series of tiles in Technique Time, covering the Formal Elements and introducing aspects of the GCSE courses we offer.

**Main skills covered:**

- Observational drawing techniques
- Mark making
- Use of pencil crayons
- Pencil control
- Understanding colour theory
- Typography composition and application



**Creative Voice: Welcome to the Next Level**

Students are introduced to the artist Matt Sesow and compare the stylistic differences between Sesow and Hastings. Using their knowledge of Sesow's approach, they create an observational oil pastel emulation, developing an understanding of various media applications. Students undergo a series of drawing experiments which enforce their individual drawing styles.

**Main skills covered:**

- Accurate use of oil pastel
- Further development of colour theory
- Create mood boards and an artist research page
- Develop reflective and artistic terminology
- Continued observational drawing skills
- Build confidence and understanding of own art approaches



PE

**Creating Healthy Lives: Winter Warm-Ups**

Students focus on the traditional winter sports: football; handball; netball; rugby. They also develop racket skills through badminton.

There is also a focus on improving general well-being through health-related fitness lessons.

During Y8 students build on key areas of fitness such as power, strength, speed and stamina helping students to perform skills with more precision and accuracy. This improves game play encouraging students to outwit their opponent when performing different sports throughout the year.

A full programme of extra-curricular clubs develops the key sports.



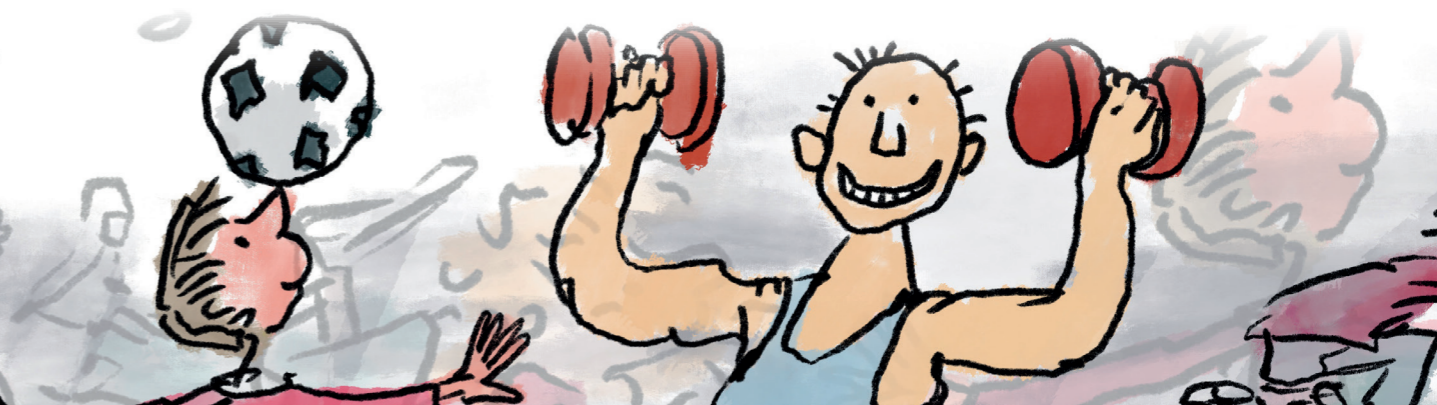
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Maths

**Mastering Maths:**

This half term ends up as a blend between the number work from the previous half term and the algebra from the next. It is an opportunity to build on the last half term's work before introducing more fundamental connections between number patterns and more abstract algebra.

**Students learn to:**

- Add subtract, multiply and divide with fractions
- Use percentages as a measure of change
- Explore sequences, including finding formulae for them and representing them graphically

By the end of the half term, students should have consolidated their understanding of fractions, decimals and percentages and how these can both measure parts of a whole and change an amount. They have also studied sequences as an introduction to linear equations, building on the strong links between patterns and graphs of equations.

**Mastering Maths: Why can't everything be above average?**

The significant amount of graph work undertaken up to this point really eases the transition into the unit. It represents the first serious attempt at data processing for our students at high school.

**Students learn to:**

- Understand the difference between measures of central tendency (averages) and measures of spread (ranges)
- Extend this to finding them for grouped data sets
- Use both types of measure to compare data sets and draw conclusions
- Explore the connection between two linked data sets (bivariate data) through scatter graphs and the concept of correlation

By the end of the half term the students have covered a significant amount of the GCSE data handling material, which allows them to spend Year 10 & 11 on consolidation. They should appreciate the difference between the rigid connections involved with direct/inverse proportion and the looser concept of correlation between variables.

**The Creation of a Scientist: Bioenergetics and Feeding Relationships**

Students continue to develop their knowledge and understanding of energy from year 7 and chemical reactions from the previous unit of study. Student start with learning about how and why plants photosynthesise, all the way to looking at adaptations in animals in different climates. Students are encouraged to use their voice to discuss ideas and develop their reasoning. Students gain the knowledge and skills required to write equations for the reactions and know where the reactants come from.

**Students learn:**

- Why respiration occurs and how it happens inside all living organisms?
- Differences between aerobic and anaerobic respiration and how exercise affects these processes.
- How energy from glucose produced in photosynthesis passes through organisms at different trophic levels?

How plants and animals are adapted to live in different environments, specifically how they are adapted to maximise photosynthesis and respiration in extreme conditions?

**The Creation of a Scientist: Properties of Waves and Hearing Sound**

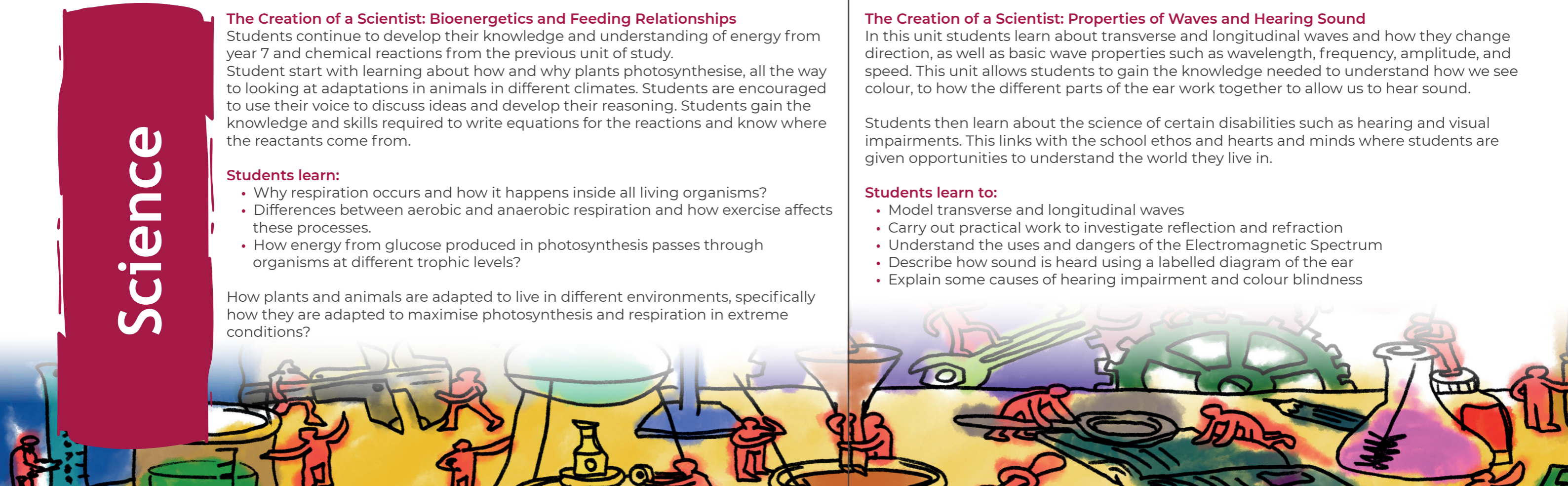
In this unit students learn about transverse and longitudinal waves and how they change direction, as well as basic wave properties such as wavelength, frequency, amplitude, and speed. This unit allows students to gain the knowledge needed to understand how we see colour, to how the different parts of the ear work together to allow us to hear sound.

Students then learn about the science of certain disabilities such as hearing and visual impairments. This links with the school ethos and hearts and minds where students are given opportunities to understand the world they live in.

**Students learn to:**

- Model transverse and longitudinal waves
- Carry out practical work to investigate reflection and refraction
- Understand the uses and dangers of the Electromagnetic Spectrum
- Describe how sound is heard using a labelled diagram of the ear
- Explain some causes of hearing impairment and colour blindness

Science





English

**A story of such Woe: Shakespeare's 'Romeo and Juliet'**

Students widen their study of Shakespeare exploring the universality of love in both the play 'Romeo and Juliet' and Shakespeare's sonnets. Through studying these texts, they will also further their study of the society Shakespeare lived and wrote in.

**Topics include:**

- Students read and understand the story of Romeo and Juliet. In doing so, they explore the theatrical experience, narrative processes and dramatic techniques involved in creating plays. Additionally, students extend their understanding of portrayals of characters and their relationships.
- Contextually, students deepen their knowledge from Year 7 of Shakespeare and Elizabethan England, as well as referring to modern interpretations of Romeo & Juliet to acknowledge the timelessness of the tale and enhance their reading and understanding of key scenes.

As before, the curriculum encourages using the library and accelerated reader to support reading progress, alongside a termly class reader. Bedrock vocabulary is used to enhance students' exposure and knowledge of academic vocabulary.

**Love is All You Need: Shakespeare's sonnets and other love poems**

Students extend their study of love poetry and Shakespeare (specifically 18, 116, 130), examining the paradoxical purity and intricacies of human relationships whilst exploring Shakespeare's mathematically constructed sonnets and poetry which house the theme of love. Students deepen their understanding through reading a selection of modern love poems.

**Topics include:**

- Students continue to develop and apply the reading skills learned in Year 7, developing independence in areas including: comprehension, explanation, inference and analysis of language, techniques and structure.
- Closer reading skills, especially quotation analysis and the use of developed analytical responses demonstrate further independence as part of the Academy's reading programme.
- Greater emphasis will be placed on students' voice and ideas through their independent quotation selection and individual interpretations of key ideas and concepts.



Humanities

**Was the 20th and 21st Century just death and disaster?: World War Two and a post-colonial world**

Students explore the events that plunged Britain into war twice during the last century and evaluate both the causes and the consequences for our society today. Students assess the consequences of the Second World War both in society and the beginnings of a post-colonial world.

**Topics include:**

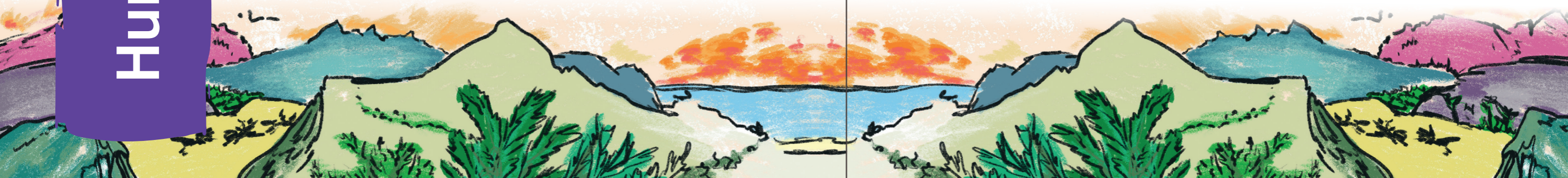
- The rise of the Nazis
- A war on all fronts
- The blitz: Survivor stories
- The battle of Britain
- Rationing
- A changing society: Women and culture
- The creation of the NHS
- The partition of India
- A post-colonial world

**Was the 20th and 21st Century just death and disaster?: A developing Britain or a developing world?**

Students connect their previous learning on development to evaluate the changes to the standard of living in a post-war world. Students unpick the disaster narrative in relation to how standards of living have changed over the last century. Students go on to evaluate evidence in order to assess the extent to which there has instead been positive change in the 20th and 21st centuries.

**Topics include:**

- The concept of development
- The classification of different countries ACs/EDCs/LIDCs
- LIDCs: Is the global economic system stacked against these countries?
- A consumer society





MFL

### Free to do what I want: Hobbies and Free Time

Students talk and write about their free time, using their grammatical knowledge to express themselves with growing creativity and complexity. Texts about Spanish and German sports stars and teams are often chosen and students can often be found learning to the sound of Spanish and German music!

#### Topics include:

- My favourite hobbies
- Comparing what I do in my free-time to what my family do
- Present tense verb endings
- The past tense
- The future tense
- Giving opinions about my hobbies in all tenses
- Answering questions in 3 tenses

### Children of the Revolution: Technology

Do you prefer to shop in store or online? What are the disadvantages of mobile phones? In this topic, students explore the world of digital technology and learn to understand and share increasingly complex opinions.

#### Topics include:

- How do I use technology?
- The advantages and disadvantages of technology
- Changing verb endings in the past and future tenses
- Using more complex verbs to give more advanced opinions







Art & Design

**Creative Voice: Welcome to the Next Level**

Students develop their Sesow emulations in Photoshop, experiencing a taster for GCSE Photography, producing repeat patterns and double exposures. They then undergo a series of Facial Features lessons, learning how to create an accurate drawing of the different features through constructional drawing.

**Main skills covered:**

- Photoshop software
- Compositions for digital artwork
- Pencil control
- Constructional line drawing
- Tonal application

**Creative Voice: Welcome to the Next Level**

Students learn how to accurately map facial features into an accurate representation of a face. They apply their knowledge of constructional facial feature drawing to create a portrait and self-portrait, considering composition and scale.

**Main skills covered:**

- Portrait compositions
- Pencil control
- Constructional line drawing
- Tonal application

**Creating Healthy Lives: Spring into Action**

Students continue to focus on the traditional winter sports: football; handball; netball; rugby. However, badminton gets them bouncing along this term. They continue to focus on improving general well-being through health-related fitness lessons.

During Y8 students build on key areas of fitness such as power, strength, speed and stamina helping students to perform skills with more precision and accuracy. This improves game play encouraging students to outwit their opponent when performing different sports throughout the year.

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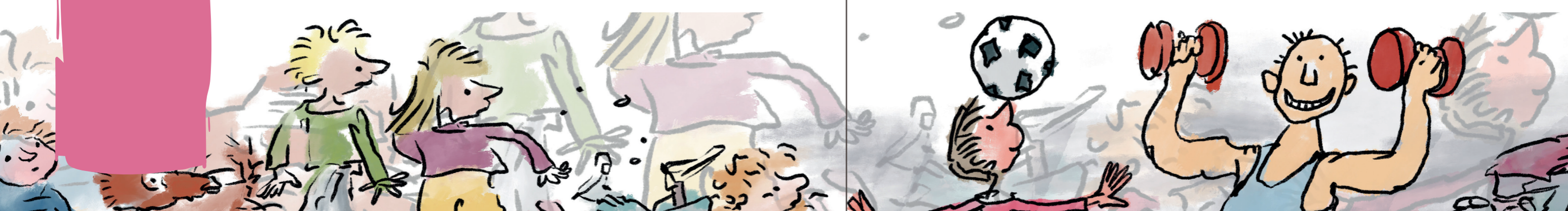
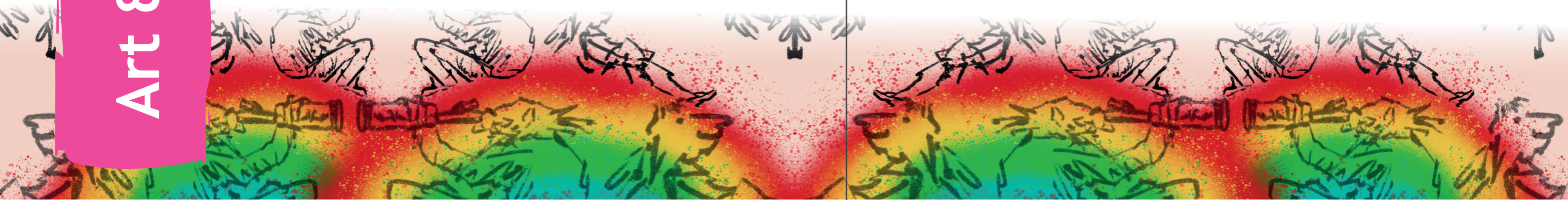
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PE





Maths

**Mastering Maths: Gather your bearings**

In year 7 students learned the basic angle facts relating to triangles and quadrilaterals. Within this half term, they extend their toolkit from the familiar to the more abstract by considering an unlimited number of sides to their shapes.

**Students learn to:**

- Recognise and use a range of angle facts such as alternate, corresponding and co-interior angles
- Use prior knowledge of triangle facts to determine the angle facts of any polygon
- Begin to use their knowledge to undertake geometric proofs
- Measure and use bearings on a map

By the end of the half term the students will have the majority of the angle skills needed to undertake higher level GCSE work including learning and proving the Circle Theorems.

**Mastering Maths: The Three Dimensions**

Students build a strong understanding of area of 2D shapes in the first half term. This is now extended to more complex shapes, including circles. Once this is grasped, the work moves into three dimensions and looks at volume and surface area of solids.

**Students learn to:**

- Understand the importance of accuracy of measurement and how to round answers appropriately
- Find the areas of more complex shapes including those made up of circles or parts thereof
- Understand that 3D shapes are simply composed of 2D faces and this fact can be used to find their surface areas and volumes

By the end of the half term, students should be confident with measuring all dimensions of shapes, from simple lines, through area all the way up to volume.

At the end of their second year, students should have a solid set of foundations in number work, the fundamentals of algebra and the properties of shapes and how these are measured. This sets them up for year 9, where they begin to transition into the formality of GCSE work.

Science

**The Creation of a Scientist: Electricity and Magnetism**

Students evaluate the need for electricity in modern society, describe how electricity is used in everyday life and how it can be used safely. The spiral back element of this curriculum allows students revisit the atom and the subatomic particles. This is then used to develop a deeper understanding of what current is, which subatomic particles carry electric charge and how it can be measured.

**Students learn to:**

- Draw basic series and parallel circuits
- Describing what happens to current and potential difference in a series and parallel circuit.
- Evaluate the use of renewable and non-renewable energy resources through voice strategies
- Learn about how the two poles of the magnet interact

Draw basic magnetic field lines to show the direction of magnetic field

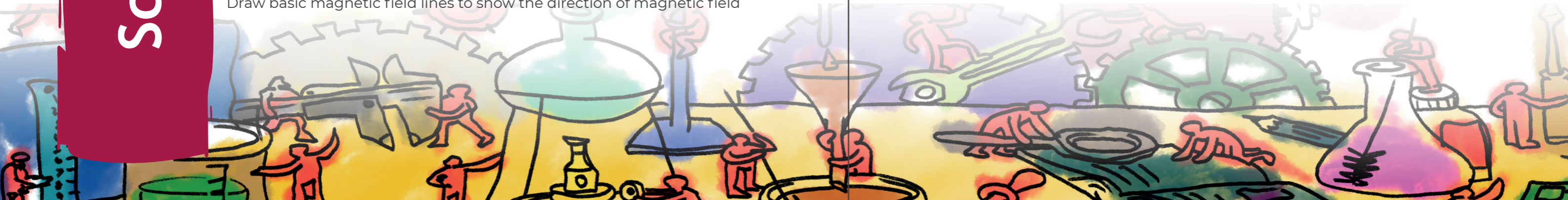
**The Creation of a Scientist: Rates of Reaction**

This unit builds upon student's prior knowledge gained from previous units, including chemical reactions and atoms. In this unit students begin by spiralling back to the particle model from year 7 and then chemical reactions in year 8 which they will build on when learning about collision theory and further linking it to rates of a chemical reaction. Students are also able to describe the bonds and forces holding the atoms together.

**Students learn to:**

- Recall the particle model and the Collision Theory
- Describe how the rate of reaction can be increased using temperature, surface area and concentration
- Describe the role of catalysts

Carry out data analysis, including calculating the rate of a reaction using the appropriate equation, as well as interpreting and plotting graphs.





English

**The Circle of life: Humanity and the natural world**

As mankind's relationship with Nature has developed and evolved over time, students explore literary global perspectives; considering the ways humans have lived in harmony with it, harnessed its powers and even exploited it.

**Topics include:**

- Students uncover and evaluate changing relationships between humanity and nature, including both modern and historical representations in literature.
- For this, students read texts from a range of different cultures, traditional British writers and local poets including Anne Bronte and Simon Armitage.
- Reading and comprehension, deduction, inference and analytical skills are all prioritised in order to discover universal messages on this topic.

The curriculum continues to encourage usage of the library and accelerated reader to support reading progress, alongside a termly class reader. Bedrock vocabulary continues to enhance students' exposure and knowledge of academic vocabulary.

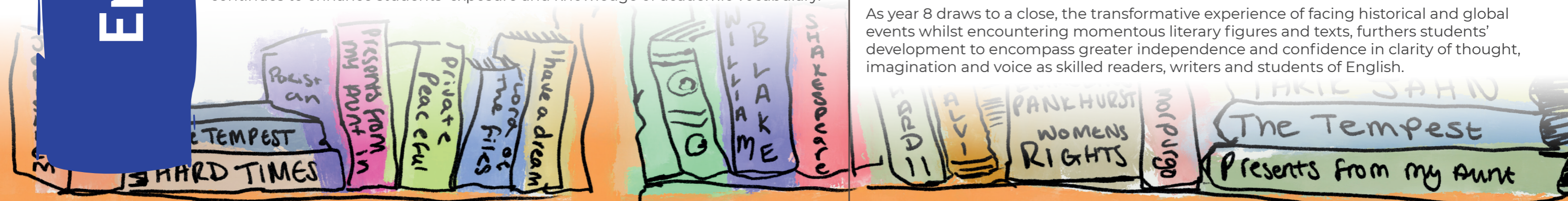
**The Circle of life: Humanity and the natural world today**

Drawing on ideas and research from the year in the form of British culture, students are faced with evidence about the world today. They are encouraged to voice their opinions and propose possible solutions to modern problems.

**Topics include:**

- Students encounter a range of opposing opinions in the form of non-fiction media materials: news and feature articles, editorials, commentary and opinion pieces, such as letters and speeches from professional writers, scientists, royalty and experts in this field e.g. Sir David Attenborough.
- The culmination of the year results in students being given a platform to express their beliefs and opinions in articulating a formal piece of writing. With the strand of 'writing to argue' being introduced, students have to respectfully consider counterpoints and the opinions of others, even when they conflict. Therefore, the ability to make decisions, persuade and evaluate is key to success.

As year 8 draws to a close, the transformative experience of facing historical and global events whilst encountering momentous literary figures and texts, furthers students' development to encompass greater independence and confidence in clarity of thought, imagination and voice as skilled readers, writers and students of English.



Humanities

**Was the 20th and 21st Century just death and disaster?: A global crisis – change it!**

Students assess the impacts that humans have on the planet. Students channel their inner David Attenborough and become environmental Geographers with a purpose. Students explore the ever-changing world today and debate the impact of this for future generations.

**Topics include:**

- Human causes of climate change
- Natural causes of climate change
- The effects of climate change
- Debates relating to climate change

**Was the 20th and 21st Century just death and disaster?: A global crisis –**

**What can we do?**

Students continue to assess the impact that humans have on the planet. They continue to channel their inner David Attenborough and examine both the negative and positive impact that human activity has on a variety of deteriorating ecosystems. Students explore the concept of sustainability and examine the religious views on a crisis which surfaced later than most religious communities.

**Topics include:**

- Environmental degradation
- Case studies: Deteriorating ecosystems
- Sustainability
- Sustainable living
- Religious views on environmental issues
- Secular perspectives





MFL

### Eat, Sleep, Run, Repeat: Healthy Lifestyles

Sauerbraten or salchichas? Students learn about traditional German and Spanish food – comparing and giving opinions about food choices. The topic then develops to talk about healthy lifestyles, drawing on prior learning about sport and free time.

#### Topics include:

- My diet
- How I stay healthy
- Giving advice on healthy living
- Using modal verbs
- Past, present and future tense
- Comparing myself to somebody else

### Under Pressure: When the Going Gets Tough

We dedicate the end of the year to 'spiralling back'; revisiting a range of topics and encouraging students to apply their knowledge with independence and creativity. By now, students can construct and understand complex sentences and speak up on a broad range of topics.

#### Topics include:

- Speaking - Being able to answer questions in 3 tenses across all topics
- Speaking a foreign language accurately under pressure
- Accessing detailed listening and reading texts
- Revision strategies (mind-mapping, dual-coding, flashcards)
- Role-play situations in the foreign country





Art & Design

**Creative Voice: Welcome to the Next Level**

Students are introduced to James Barker and apply mark making into an observational tonal pencil drawing. Using their understanding of Barkers style, they create a stylised portrait drawing for their board game characters. Using this stylised way of drawing, they also draw a series of objects that are personal to them.

**Main skills covered:**

- Accurate use of tonal pencil
- Create mood boards and an artist research page
- Mark making into observational drawing
- Build confidence and understanding of own artistic approaches
- Applying artistic knowledge to create a more personalised project



**Creative Voice: Welcome to the Next Level**

Students apply their Photoshop knowledge to create a board game vessel, combining their personal objects, stylised portraits and prior artists emulations. They then create a sculptural final version of their board game vessels in clay, developing 3D and constructional skills.

**Main skills covered:**

- Photoshop software
- Compositions for digital artwork
- Sculpting clay into 3Dimensional forms



PE

**Creating Healthy Lives: Feel the Heat**

With the summer term comes the traditional summer sports: cricket; rounders; softball; athletics and of course Sports Day.

During Y8 students build on key areas of fitness such as power, strength, speed and stamina helping students to perform skills with more precision and accuracy. This improves game play encouraging students to outwit their opponent when performing different sports throughout the year.

A full programme of extra-curricular clubs develops the key sports.

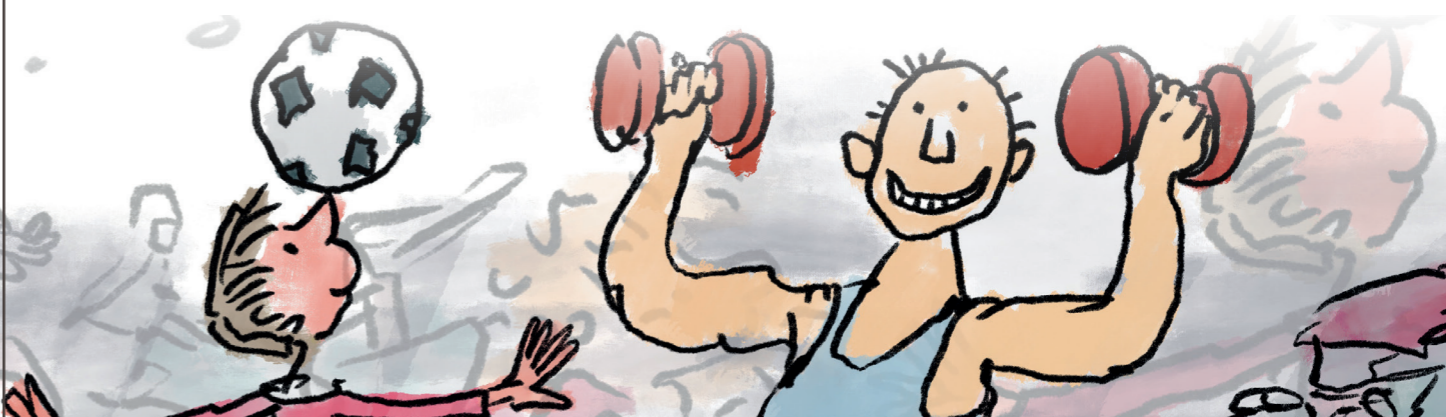


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# Hearts and Minds Curriculum



Our **Hearts and Minds** curriculum gives students the opportunity to explore who they are and how they **connect** with the world around them. We question what it is to be human; considering issues around belonging, exclusion, community, identity, plurality and power. There are five rotations across the year:

**Voice, Citizenship and Philosophy, Religion and Ethics, Computing and Performing Arts.**

Voice opportunities are woven throughout this curriculum. We discuss 'big questions' and curate high-quality conversations, encouraging students to explore our school values and develop their emotional and creative intelligence.



## Voice

Whilst there continues to be many opportunities for exploratory talk in Year 8, we focus more on presentational talk: **speeches and spoken word poetry**. Students begin by analysing speeches and performances from around the world and understanding the **characteristics of great orators**. We look at political speeches and polished poetry performances but also hear from young, local voices as our inspiration.

In their final project - **Voices from Halifax** - students write and perform their own speech or spoken word poem. In keeping with the themes of our wider Hearts and Minds curriculum, performances explore issues of **identity** and **place**. As students **find their voice**, equally importantly, they consider their role as **expert listeners**; supporting one another to refine their performances and build confidence.



## Citizenship & Philosophy

In Year 8, students have the opportunity to become **change makers** and speak out about things they know need to change. Our students are not only the leaders of tomorrow, but the leaders of today too.

We begin by looking at three key people who exemplify our school values – who use their **voice to change the world**:

- Grayson Perry
- Marcus Rashford
- Greta Thunberg

We consider the different ways in which they have influenced society and made a change. Students then develop their skills in advocacy by taking part in an awareness raising **social action project** of their own. We encourage students to put into practice the skills and understanding gained in Year 7, not just in this subject, but from across the Hearts and Minds curriculum. Their ability to think critically, articulate skilfully, communicate digitally and express themselves confidently allows students to raise awareness on issues that need a voice.

We support students to develop social action projects that matter to them – whatever the issue. Examples of issues that our change makers champion are:

- Gender equality
- Anti-Islamophobia
- Ending child poverty
- Making a stand against climate change
- Mental health awareness



## Religion & Ethics

In Year 8, students continue to make sense of religion and worldviews around them understand more about the complex world in which we live. We want our students to become **free thinking, critical participants of public discourse**, who can make academically informed judgements about important matters of religion and belief which shape the global landscape.

In Year 8, we begin with two key questions:

- What is a lens?
- What is your world view?

We revisit the importance of understanding why people think, worship and behave differently and how this impacts society. We investigate how religions and other world views address questions of meaning, purpose and value, such as:

- Why are we here?
- What happens after death?
- Does suffering make it impossible to believe in God?

Students also investigate how religions and other world views influence morality, identity and diversity, using their oracy skills to discuss questions such as:

- Should animals have rights?
- How should we treat our world?



## Computing

*"Don't just buy a new video game, make one. Don't just download the latest app, help design it. Don't just play on your phone, program it."*

**Barack Obama**

In Year 8, as in other Hearts and Minds subjects, students **connect their knowledge** with a real-world scenario, undertaking the Apps For Good project to design and build an app that solves a problem they care about. The project allows students to understand the app development process, enabling them to go from idea to technical prototype. The project links closely with the values that underpin our Hearts and Minds curriculum: Voice, creativity, advocacy and social action but also ensures that students develop core computing skills and are able to:

- design, use and evaluate computational abstractions that model the state and behaviour of real-world problems and physical systems
- use 2 or more programming languages
- select, use and combine multiple applications across a range of devices
- Collect and analyse data
- Create, reuse, revise and repurpose digital artefacts with attention to trustworthiness, design and usability



## Performing Arts

In Year 8 Performing Arts lessons, students continue to develop their performance skills with the main focus being on performing to an audience. Students work collaboratively to devise a Theatre in Education performance, performed in our Primary School and built around several of our values, the people – Greta Thunberg, Marcus Rashford, Rosa Parks and their stories. Students are encouraged to call upon the performance skills learned in Year 7 to script their own piece, which also includes elements of music and movement.

YEAR 8

