



Year 8

Curriculum Booklets

For support with your child's progress, please contact

tw_s_admin@swale.at



The Whitstable School
LEARN LOCALLY, THINK GLOBALLY

Spring Term



Contents Page

In this booklet you will find important information about the curriculum followed by your child across Term 3 and Term 4 of Year 8. Subject leaders have provided material which will help your child to prepare for their assessments and explained a little about how they can prepare. You can use the links on the pages to contact subject leaders if you have any questions. Teachers will set homeworks which help pupils to learn the material set out here.

We hope you and your child find the booklet informative and useful! Contact us here: twsw_admin@swale.at

3.	English	10.	Art & Technology
4.	Maths	12.	Computing
5.	Science	13.	Dance
6.	Geography	14.	Drama
7.	History	15.	Music
8.	Spanish	16.	PE
9.	Personal Development	17.	Philosophy, Culture and Ethics (PCE)



In term 3, students apply prerequisite knowledge of tragedy and conflict from learning in terms 1 and 2 and apply reading skills to the tragic conventions and Elizabethan context of Hamlet. This scheme of work will allow students to communicate their knowledge of tragic ideas and language in their future KS4 studies and beyond.

In term 4, students will identify a range of techniques used throughout either *The Book Thief* or *Once* and consider the specific and intended effects such as creating suspense or tension within the text. This scheme of learning also allows students to engage with the historical context of WW2 and builds upon knowledge learnt at KS2.

The Key Stage Three Co-ordinator of English at The Whitstable School is Miss Smith.

	Assessment
Term 3	An analytical essay answering: How is Hamlet presented in the extract and in the play as a whole?
Term 4	No English assessment in term 4.



In maths you will be covering the below topics over the course of Terms 3 and 4.

Spring term	Algebraic techniques Brackets, equations & inequalities VIEW	Algebraic techniques Sequences VIEW	Algebraic techniques Indices VIEW	Developing Number Fractions & percentages VIEW	Developing Number Standard index form VIEW	Developing Number Number sense VIEW
-------------	---	--	--	---	---	--

We use the White Rose Maths mastery scheme of work which is available to view on the website:

<https://whiterosemaths.com/resources/secondary-resources/secondary-sols/>

At the end of every unit we will be doing a check in test where students will peer mark to identify areas to improve upon. We also have a summative assessment at the end of each double term which covers all the curriculum content from those two terms (terms 3 and 4 for this occasion). The result of this test will be recorded for reports.

Mr Yates (Director of Maths)

Mrs Bailes (KS3 Maths Coordinator)



In Science we assess at the end of each topic. Students will complete a unit key task, which will consist of a part A test for one lesson based on the unit studied and a Part B test that assesses information studied so far in science. This will then be followed by a feedback lesson where the students will have an opportunity to look at their areas of strengths and weaknesses from the topic.

The lead for science at The Whitstable School is Mr S Baker.

	Topic	Assessment
Term 3	B5 - Genes and variation	Pupils will learn about how genes and environment affect variation in a species, natural selection and evolution.
	C5 - Rate of reaction	Pupils will investigate how to measure the rate of chemical reactions and the factors that affect it.
Term 4	P5 - Energy stores and transfers	Pupils will explain the difference between energy stores and transfers, including conduction, convection, radiation, insulation and gravitational potential energy stores.

Homework is to complete at least two daily tasks plus bonuses per week on Tassomai.



During Term 3, students will explore the challenges creating by an ever-changing climate. Students will develop their understanding of sustainable management and responsibility. Students will assess the impacts of climate change and global warming at the local and global scales.

Term 4 will combine students' knowledge of both physical and human geography as they study the vibrancy and diversity of Brazil. Students will explore the magnificent Amazon Rainforest and the impact of deforestation. They will then compare levels of development in Brazil's largest cities, and the challenges facing those living in some of Rio's major favelas.

The lead for geography at The Whitstable School is Miss Gilbert

	Topic	Assessment
Term 3	Global Climate	The assessment will include knowledge recall on topics from Term 1-3, with a focus on extended writing tasks.
Term 4	Brazil	The assessment this term will include content from Terms 1-4. There will also be the opportunity to develop graph skills and interpretation.



In Year 8, pupils will further their knowledge of the history of Britain and abroad with themes of power, religion and expansion. Pupils will continue to develop vital skills in analysis, understanding different historical views and using sources to accurately interpret the past.

The lead for history at The Whitstable School is Ms Coleman.

	Topic	Assessment
Term 3	Why did the Transatlantic slave trade grow so large and how was it abolished?	Pupils will learn about the origins of the Transatlantic slave trade and the experiences of those enslaved and sold within it. They will look at life for enslaved peoples and how opposition movements grew and slavery was finally abolished. A 20 mark assessment on the knowledge and understanding gained in the topic will include knowledge questions and an extended writing task.
Term 4	Why is the British Empire so controversial?	Pupils will learn about the origins of the British Empire and the countries colonised by Britain. They will learn about the impact the Empire had on the economy and culture of Britain, the colonies, how the Empire fell, and the lasting impact of views about the Empire. A 20 mark assessment on the knowledge and understanding gained in the topic will include knowledge questions and an extended writing task.



Spanish – 2023/24

Spanish

In Spanish this term, pupils will learn how to talk about outings in town using the present and future and past tenses. There will be regular translation assessments from English into Spanish.

The Subject Leader for MFL Spanish is Ms. Amboage

	Topic	Assessment
Term 3	Outings in Town	- What time is it? - Where do you go in town?
Term 4		- Where are you going to go in town? - What do you want to have at the café? - Where did you go in town?

Personal Development – 2023/2024

In Year 8, students will be deepening their knowledge and exploring how they fit into their local community. They will be exploring key topics including family and discrimination.

The Subject Leader for Personal Development is Mr Waters.

	Topic	Assessment
Term 3	Dreams and Goals	Exploring how students fit into the world around them. Students explore different aspects of society, such as family, relationships, faiths and beliefs and culture and diversity. Assessed via end of unit assessment.
Term 4	Healthy Me	We also explore issues such as prejudice and stereotyping, as well as hate crime, and social justice. Assessed via end of unit assessment.



Personal Development – 2023/2024

Course Overview

Term	Theme	Big Question	Summary	Assessment
1	Being Me In My World.	How do I fit into the world I live in?	Exploring the self, and identity. We also explore the ways in which peer pressure can influence others.	End of unit assessment
2	Celebrating Difference.	Do we need to feel 'the same as' to belong?	Looking at the ways in which other people affect us, and exploring discrimination, prejudice and protected characteristics.	End of unit assessment.
3	Dreams and Goals.	Can my choices affect my dreams and goals?	Examine what dreams and goals are, and your own dreams and goals, and exploring how making responsible choices when we are younger can affect our futures.	End of unit assessment.
4	Healthy Me.	To what extent am I responsible for my mental and physical health?	Exploring how mental and physical health is important and how physical health can be impacted by mental health.	End of unit assessment.
5	Relationships.	What can make a relationship healthy or unhealthy?	Different types of relationships and how these relationships are healthy and unhealthy. How a platonic and romantic relationships can change.	End of unit assessment.
6	Changing Me.	What changes are happening to prepare me for adulthood?	Exploring change and the ways in which students change.. Exploring different choices and the effects of underage sex.	End of unit assessment.



Art & Technology – 2023/2024

Art & Technology Carousel

In Year 8 students will complete a carousel of 3 art subjects and 2 technology subjects in a double and a single lesson throughout the year.

ART

Students will *complete a stand alone project on the themes of* Human Form, Issues & Text in Art and Textiles: Colour and Pattern.

Students are introduced to a range of artists and designers connected to their project themes and they develop ideas using a wide range of media and techniques including drawing, painting, printing, collage, sculpture and various textile techniques including weaving and batik.

For homework students will complete one task sheet for each project that will give them the opportunity to read, explore and create independently with video tutorial links to support learning in class. Students can use the knowledge organiser to recap the key terminology and extend their knowledge of the artists covered.

The Subject Leader for Art is Mrs Connell

DESIGN AND TECHNOLOGY

Students will be making an Art Deco inspired keepsake box from timber. The main focus will be practising different joining methods to construct their box. Students will also explore the Art Deco movement and use it to inspire a design for the lid of their box, to add a decorative feature.

For homework, students will be given the whole term to complete a drawing booklet, to practise those key skills that are needed within DT. For Year 8, the focus will be on isometric drawing.

The subject leader for DT is Mrs Newton.



Art & Technology Carousel

In Year 8 students will complete a carousel of 3 art subjects and 2 technology subjects in a double and a single lesson throughout the year.

Cooking & Nutrition

Cooking & Nutrition in Year 8 continues to develop students understanding of the Government's healthy eating guidelines through further study of the Eatwell guide and the function of nutrients. Food provenance & farming methods will also be covered.

Students knowledge and understanding of food safety will be deepened in order to ensure that they can produce a range of dishes safely. Students will learn about the 4 C's - Clean, Cook, Chill, Cross contamination. This enables students to prepare increasingly more complex practical dishes.

Students will also begin to study the science of food by completing food specific practical investigations.

Homework will consist of short quizzes to ensure retention of knowledge. Students are expected to bring in a named container and an apron for each practical lesson.

The Subject Leader for Cooking & Nutrition is Mrs B Harvey



In Term 3 students will be introduced to the wonderful world of spreadsheets and the concept of cell referencing. They will learn how to collect, analyse, and manipulate data, before turning it into graphs and charts. Data is beautiful!

In term 4 students will imagine a world without computer networks: there would be no more YouTube, Google, instant messaging, online video gaming, Netflix, and iTunes; no online shopping; no file sharing; and no central backups of information. This unit begins by defining a network and addressing the benefits of networking, before covering how data is transmitted across networks using protocols.

The lead for Computing and Digital Media at The Whitstable School is Miss Depta

	Topic	Assessment
Term 3	Modelling Data using spreadsheets Introduction to spreadsheets and cell referencing.	End of topic online assessment
Term 4	Networks from semaphores to the Internet Looking at networks, data and the internet	End of topic online assessment.



Dance 2023/24

Pupils develop their skills and knowledge in performing, creating and critically responding during dance lessons.

The Subject Leader for Dance is Miss Everson

	TOPIC	ASSESSMENT
TERM THREE	Hip hop, diversity and Black Lives Matters	Performance: <ul style="list-style-type: none"> - Communication of dance theme - Safe working practice Creative choreography: <ul style="list-style-type: none"> - Selection and use of actions - Selection and use of dynamics
TERM FOUR	Swansong Using a chair as a prop. Inspired by Christopher Bruce's 'Swansong' (1987)	Performance: <ul style="list-style-type: none"> - Safe working practice - Physical skills Creative trio choreography: <ul style="list-style-type: none"> - Use of the chair as a prop - Form and structure

The FOUR Elements of Movement

Actions	What a dancer does.
Dynamics	The qualities of movement based upon variations in speed, strength and continuity.
Spatial content	The 'where' of movement.
Dance relationships	The ways in which dancers interact and the connections between dancers.



Drama 2023/2024

In Drama, students will be looking at various examples of storytelling and developing further their performance skills. They will also look in depth at Macbeth.

The Subject Leader for Drama is Mrs Freeman

	TOPIC	ASSESSMENT
TERM THREE	<u>Right Choices</u> Pupils will be challenged to use the basic drama skills they have learnt so far to explore issues such as knife crime and how to build a safe and more inclusive community. Pupils will explore the idea of making healthy choices through performance.	Pupils will be assessed in creating, performing and evaluating. Pupils will be asked to incorporate skills and techniques they have studied into their own ideas for practical storytelling.
TERM FOUR	<u>Musical Theatre</u> Pupils will look at various examples of the genre and explore the skills required to act through song and work as an ensemble.	Pupils will take part in a range of practical assessments that cover creating, performing and evaluating. Pupils will be assessed on their use of drama terminology.



Music – 2023/24

In Terms 3 and 4 pupils will be introduced to both traditional and contemporary music styles. Pupils will learn about World Music with Balinese Gamelan, understanding the cultural traditions. Pupils will play Metallophones in ensembles, learning to read Gamelan sheet music. Pupils will learn how to improvise and compose music. Pupils will continue their ensemble work, learning contemporary Pop songs in small bands focusing on instruments: keyboards, guitar, ukulele and vocals.

The Subject Leader for Music is Mr Cassini

	TOPIC	ASSESSMENT
Term 3	Gamelan	Performance and Knowledge criteria <ul style="list-style-type: none">• To demonstrate an understanding of the origins of Gamelan, the different instruments used and the cultural traditions• To be able to perform a class Gamelan composition• To be able to compose a piece of music in the Gamelan style• To be able to improvise and develop ensemble skills• To understand how to read Gamelan sheet music
Term 4	Pop Music	Performance criteria <ul style="list-style-type: none">• To be able to perform common chord progressions on either the Guitar, Ukulele or Keyboard• To be able to perform in time with the ensemble• To be able to perform Popular songs with chords and melody• To be able to perform a Popular song with a beginning, middle and ending.



In PE we will be developing skills in a combination of team and individual sports. Students will have the opportunity to cover a variety of sports (two each term). This will support activities that we will also offer in a competitive capacity and play against other schools, so opportunities will be provided for all to attend clubs.

We have different lead teachers for topics that extend out of the curriculum that will be shared with students and on the school webpage.

The subject leader for PE is Mrs Merrick

	TOPIC	ASSESSMENT
TERM THREE	Netball Football Climbing Basketball Badminton	Knowledge Practical ability (skill/tactics) Self assessment
TERM FOUR	Rugby Climbing Basketball Badminton Table Tennis	Knowledge Practical ability (skill/tactics) Self assessment

Philosophy, Culture & Ethics (Key Stage 3)

The aims of the PC&E syllabus is to introduce pupils to the world of ideas. They will have an opportunity in lessons to learn that there are some questions that we have been asking for thousands of years, for which we still seek answers. In PC&E lessons, there is never one 'right' answer, so pupils are encouraged to express their view in a reasoned, polite manner.

We will look at the world and the riddle of existence from lots of different perspectives – those of philosophers (old and new), ethicists, artists and poets, and through religious teachings from the major faiths of the world.

Pupils will be encouraged to debate the big questions, in class, giving verbal presentations, asking each other questions, and discussing big ideas.

The lead for this subject in the school is Mr Williams

Some question examples:

Year 7	Year 8	Year 9
What is meant by 'society'? What is power? Should happiness be the purpose of life?	Is religious belief another form of superstition? How do we know we exist? Can spiritual curiosity be bad for your health?	Are humans free to make themselves up as they go along? What does power look like?

Lessons will take place once a week

Assessments will take place at the end of term in the form of a digital questionnaire and at the end of the year in the form of a written assessment.