Curriculum Booklet

Year 8

Dear Parents/Carers

This booklet provides you with details of the curriculum which your son/daughter will follow in Year 8 at St Philip's School. Please support them by ensuring they bring a pencil case with basic stationery and their student planner to school each day. They must also bring their PE kit on days when they have timetabled PE lessons.

Your son/daughter will receive homework throughout the week. This may be a short task to be completed within a short time frame or a project to be completed over a longer period of time. Homework tasks will be recorded in the student planners. In addition, pupils should try to read each day at home. This could be a book brought home from school, a newspaper or magazine, a book from the library or something of interest on the internet. The expectation is that all pupils complete homework tasks and return them. If pupils do not complete homework without a justifiable reason they may receive a break time detention.

You may find these websites useful when working with your son/daughter at home.

www.ictgames.co.uk - maths and literacy activities.
http://resources.woodlands-junior.kent.sch.uk/maths - maths activities.
www.mathszone.co.uk - Maths activities.
www.bbc.co.uk/schools/scienceclips/ - Science activities.
www.sumdog.com – Maths activities

Making Learning Visible

Making Learning Visible (MLV) is learning about learning for both the young people and adults at St Philips. It is based in the idea of the capable child "who delights in taking responsibility for his or her own learning".

The overall goal of Making Learning Visible is to create and sustain powerful cultures of learning in and across our classrooms that nurture and make visible individual and group learning, moving on from the fixed mindset of ability towards seeing our young people, and to help them see themselves as capable of developing their intelligence.

The process we have been using is to gather lots of different data: videos, photos, diary notes of dialogues we have had with young people, questions and comments they have made, ideas they have had individually and in groups. We are collecting all those light bulb moments, the things we see that we want to share with each other. We are trying to work out precisely what our students are learning and how they are doing it.

We are trying to work out how what we do affects that. We create a document for classroom display "trying to show the process of learning, making public our thoughts on learning and planning together our next steps in carrying that learning forward" so over the year everyone should end up with a display documenting typical learning in their classroom.

Top 5 Learning Skills

STOP AND THINK
I make sure I know what to do

PLANNING
I make sure I have a plan BEFORE I start work

CHECK AND CHANGE
Mistakes are good as they help me learn
I look for mistakes and change them

ASKING QUESTIONS
If something is confusing I use my skills to help make things clear, like asking questions

REMEMBERING
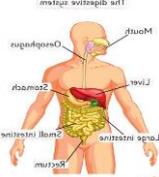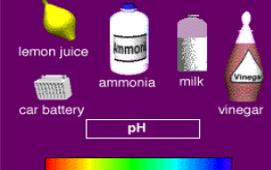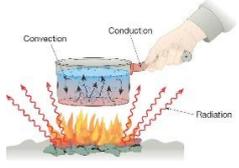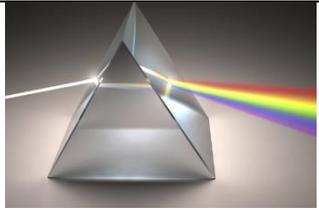I use more than one piece of information at a time

English

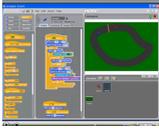| Unit of Work	Knowledge and Content
Drama (image of Shakespeare)	Intro to Shakespeare – *Romeo and Juliet / Hamlet* Historical context, Elizabethan language "insults" <u>Key knowledge expected at end</u> • Key facts about Shakespeare • Jacobean and Elizabethan periods • Identify the structure of a play • Know the themes and ideas in *Romeo and Juliet / Hamlet* • Comment on the language used • Participate in a drama activity
Prose (image of Carl Hiaasen SCAT book cover)	Stories from the past Introduction to the world and works of Charles Dickens. • Christmas Carol / Oliver Twist <u>Key knowledge expected at end</u> • Gain an understanding of the social and historical context in which Charles Dickens wrote. • Plot, characters and themes
Poetry (triangular bee image)	<u>Intro to Poetry</u> Classic and Modern Why do people write poems? Different styles of poems (How do people write poems?) Nursery rhymes. <u>Key knowledge expected at end</u> • Recognise key features of poetry • Experience different poetic forms • Study of poetry from different cultures
Diaries (image of notebook and pencil)	<u>Diaries</u> <u>Key Knowledge expected at end</u>. • Write from a personal viewpoint • Write imaginatively, creatively and thoughtfully, producing text that engages the reader. • Understand how the nature and purpose of texts influences the selection of content and its meaning
Non-fiction (NONFICTION image)	Investigations and reports CSI Theme <u>Key Knowledge expected at end</u>. • Write clearly and coherently. • Maintain consistent points of view in fiction and non-fiction writing • Develop logical arguments and cite evidence

Maths

Unit of Work	Knowledge and Content
Place Value and Number 	These are the overall topics but will be differentiated to suit individual abilities: • Counting forwards and backwards • Reading and writing number in numerals • Comparing and ordering numbers • Finding more or less • Recognising place value • Partitioning numbers • Odd and even numbers • Rounding • Find a fraction of a length, shape, quantity or object • Decimals • Percentages • Recognise find and write fractions
Addition, Subtraction, Multiplication and Division 	These are the overall topics but will be differentiated to suit individual abilities: • Using Number bonds • Recognising inverse relationships • Mentally adding and subtracting • Adding and subtracting using written methods • Knowing doubles • Solve problems involving x using material, arrays, repeated addition, mental methods • Recall & use x and ÷facts for times tables
Shape, Space and Measure 	These are the overall topics but will be differentiated to suit individual abilities: • -Compare and order length, mass and capacity • -Money • -Time • -Symmetry • -Use positional language • -Identifying 2D and 3D shapes
Data Handling 	These are the overall topics but will be differentiated to suit individual abilities: • Interpret, construct and present data using pictograms • Interpret, construct and present data using bar charts • Interpret, construct and present data using tables • Solve one step & two step questions using info presented in scaled bar charts, pictograms & tables

Science

Unit of Work	Knowledge and Content
Module 1 **Food & digestion**	**By the end of the module, all students should be able to:** • Recognise our bodies need different types of food to stay healthy. • Name one or more of the food groups. • Name one or more parts of the digestive system. • Use laboratory equipment to test which nutrients a food contains. **By the end of the module some students should be able to:** To describe the role of two organs of the digestive system.
Module 2 **Acids & Alkalis**	**By the end of the module, all students should be able to:** • Use lab techniques to test for acidity and alkalis. • name one or more everyday acids and alkalis. • name one indicator. **By the end of the module some students should be able to:** • describe the pH scale.
Module 3 **Electricity**	**By the end of the module, all students should be able to:** • Name they key electrical components used in lessons and draw their circuit symbols. • Build a circuit • Measure current in a circuit. • Predict, from a circuit diagram, if electricity will flow. **By the end of the module some students should be able to:** Compare parallel and series circuits.
Module 4 **Photosynthesis**	**By the end of the module, all students should be able to:** • State that only plants photosynthesise. • Recognise that plants are the basis of food chains • Carry out tests to see what is needed by plants **By the end of the module some students should be able to:** To be able to name the chemicals involved in the photosynthesis equation.
Module 5 **Heat transfers**	**By the end of the module, all students should be able to:** • To be able to suggest whether a material is an insulator or conductor. • Use a thermometer to measure temperature. • Name one or more types of heat transfer. **By the end of the module some students should be able to:** Use particle model to explain heat transfer
Module 6 **Light and sound**	**By the end of the module, all students should be able to:** • Describe a material as transparent, translucent or opaque. • State whether an object is luminous or non-luminous. • Show on a diagram that light only travels in straight lines. • Name one or more parts of the eye. **By the end of the module some students should be able to:** • Recognise that white light is made of a spectrum of colours and separate them using a prism.

IT

Unit of Work	Knowledge and Content
E-Safety	In this unit students will be able to recognise the dangers of using the Internet and how to avoid these dangers. They will learn what to do if they are exposed to these dangers
Software Skills PowerPoint	In this unit students will create a PowerPoint Presentation using a number of techniques such as: bullet point, numbered list, design themes, action buttons, animations, transitions.
CyberPass	In this unit students will learn skills and techniques on how to be safe and responsible users of online technology which covers e-safety and e-security, cyber-bullying, privacy and identity fraud, networking and gaming, using the web for research, making and posting content, tagging photos, copyright and sharing, security and passwords, viruses and malware, file-sharing and more.
Software Skills DTP	In this unit students will create a certificate, a menu, a leaflet using Desktop publisher software for a specific target audience.
Programming using Scratch (Advanced)	Most students should have knowledge and understanding of a computer program, writing a simple computer program, execute a simple program and evaluate it using Scratch.
Scratch Games	In this unit of work students will create popular games such as Flappy bird, Pong, Maze applying their programming skills

Art

Unit of work	Knowledge and Contents
 Module 1 **Castles**	**By the end of the module all students should be able to:** • Develop drawing and painting skills • Make a 3D model using boxes and tubes • Select materials • Decorate a model • Work collaboratively **By the end of the module, some students should be able to:** • Be able to produce a piece of work in response to a theme • Review and develop work
 Module 2 **Animals**	**By the end of the module all students should be able to:** • Develop observational, drawing and painting skills • Manipulate modelling materials • Decorate models **By the end of the module, some students should be able to:** • Recognise animal proportion • Use different methods of decoration
 Module 3 **Food in Art**	**By the end of the module all students should be able to:** • Explore the visual characteristics of food • Develop observational, drawing and painting skills • Manipulate modelling materials • Make a 3D structure • Work collaboratively **By the end of the module, some students should be able to:** • Look at how different artists have used fruit and vegetables in their work • Make studies of food from first hand observations
 Module 4 **From portrait and self-portrait to caricature**	**By the end of the module all students should be able to:** • Understand what a portrait, a self-portrait and a caricature are • Develop observational and drawing skills • Consider views and suggestions made by others about personal work • Draw the portrait head with improved accuracy **By the end of the module, some students should be able to:** • See how other artists have explored the theme • Develop personal response to the artists' examples • Represent the head and body effectively using a variety of media • Make a life size portrait
 Module 5 **Festivals around the world**	**By the end of the module all students should be able to:** • Explore how and why communities have celebrations • Identify some of the ways in which other cultures celebrate festivals • Create several artworks inspired by festivals **By the end of the module, some students should be able to:** • Investigate factors, including religious and social, that influence individual and group identity • Explain the importance of festivals to their communities • Recognise cultural diversity
 Module 6 **Me, myself and I**	**By the end of the module all students should be able to:** • Produce artworks based on own interests, possessions or hobbies • Use a range of techniques and materials related to the topic • Consider views and suggestions made by others about personal work **By the end of the module, some students should be able to:** • Use the visual elements and concepts with sensitivity to communicate ideas, information, thoughts and feelings

RE   An asterisk (*) signifies that the assessment criteria is common to more than one module within the RE curriculum

Unit of Work	Knowledge and Content
Sikhism	**By the end of the module, all students should be able to:** • Identify ways in which people show they belong to a religion* • Identify a personal belief which can be religious or secular • Understand the importance of treating people kindly and equally **By the end of the module, some students should be able to:** • Ask questions about religious beliefs, traditions and practices* • Use a reference book or the Internet to find out about a religion* • Identify the moral in a story and explain its significance to believers*
Places of worship	**By the end of the module, all students should be able to:** • Name a religious building and say why it is special to believers • Identify symbols used in religious ceremonies (candles, bread, water)* • Show respect for religious buildings by their behaviour within them • Understand that there are different forms of worship* **By the end of the module, some students should be able to:** • Explain some of the practices that take place in a religious building* • Describe the experience of visiting a place of worship
Judaism	**By the end of the module, all students should be able to:** • Understand that some practices are common to many religions* • Recognise that holy texts provide guidance to believers* • Understand what a promise is and say why it should be kept • Show respect for religious artefacts* **By the end of the module, some students should be able to:** • Understand religious terms (eg. faith, worship, repentance, prayer)* • Describe some of the key beliefs of a major religion*
Easter	**By the end of the module, all students should be able to:** • Relate their own experiences to those of a character in a story • Understand that believers use symbols and rituals to remember events **By the end of the module, some students should be able to:** • Explain the meaning behind symbols and rituals (eg Communion) • Understand the importance of 'love' and fellowship in religion
Islam	**By the end of the module, all students should be able to:** • Describe some practices that are followed by believers (the 5 pillars) • Understand that there are different prayer practices and positions • Understand that some people go on special journeys to holy places **By the end of the module, some students should be able to:** • Use a range of sources to find out about a religion* • Explain why religious belief is important to some people* • Understand why fasting and feasting are important to believers
Charity	**By the end of the module, all students should be able to:** • State what qualities they admire in other people • Actively participate in a charitable activity **By the end of the module, some students should be able to:** • Understand that charity is an expression of 'love' to other people • Research a charitable organisation and record key information about it

Geography

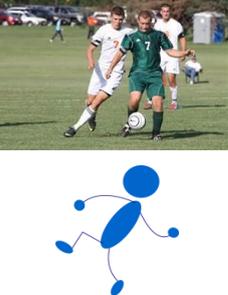| Unit of work Autumn term	Knowledge and Content
Module 1: **Extreme Weather**	**By the end of the module, all students should be able to:** • Know that places in the world near the equator are generally hot. Know that the coldest places in the world are by the poles. • Know that all the water in the world moves in a continuous cycle. • Identify and name examples of extreme weather. • Know what causes earthquakes and know that some places in the world are more prone to earthquakes than others. • Use maps to identify areas that are prone to earthquakes. • Know that a tsunami is caused by movement of tectonic plates. Describe the effects of a tsunami and identify areas of high risk on a world map. • Describe volcanoes using geographical and descriptive language. **By the end of the module, some students should be able to:** • Describe how climate and weather varies around the world. • Describe the different stages of the water cycle. • Explain why some of these examples of extreme weather occur and communicate their knowledge of extreme weather in a variety of ways. • Explain their knowledge of volcanoes in a variety of ways and know why volcanoes erupt.
	The spring and summer modules are under development. Your child will have the spring and summer term topic units information attached in their planner at the start of each term.

History

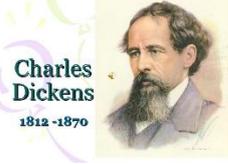| Unit of Work	Knowledge and Content Pupils should demonstrate knowledge of :	Skills Understand various aspects:
Tudors	• Tudor Timelines • Main actions of key Tudor monarchs e.g. Elizabeth and the Spanish Armada.	• Historical enquiry • Significant aspects of history. • Cause and consequence
Tudors	• Differences in lives between the rich and poor in Tudor society.	• Historical enquiry • Significant aspects of history. • Cause and consequence • Similarity and difference
The English Civil War – 1642 to 1648.	• Profile of Charles I. • Causes of the English Civil War. • Main Events of the English Civil War. • England after the Civil War. • Career of Cromwell	• Historical enquiry • Significant aspects of history. • Significant people in History • Cause and consequence • Similarity and difference
Industrial Revolution	• Of changes in transport and technology. • Growth of cities and slums and its effects on people. • How diseases spread	• Historical enquiry • Significant aspects of history. • Cause and consequence • Similarity and difference
Fighting for the vote – Woman's Right to Vote	• Why women wanted the vote • The Suffragettes	• Historical enquiry • Significant people in History
A local History Study	• The History of Ham House.	• Historical enquiry

Music

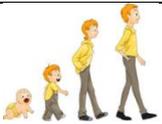| Unit of Work	Knowledge and Content
Folk music	Students will explore a variety of songs from different traditions around the world. They will discover many different types and uses of traditional music, including accompanying celebration, work or religious observances. Students will be able to recognise the continuing value of folk music through its influences in modern commercial music.
Skills Building	Students will continue to develop their practical skills and knowledge of music theory. They will learn more about how to read and write music, as well as improving their skills playing instruments. Students will also continue to develop their singing skills and understanding of rhythm.
Classical Music 1	Students will explore the history and variety of classical music and its place in the modern world. Students will discover great works from the history of western music and explore how they have influenced modern music. Students will also continue to develop practical skills.
Classical Music 2	Students will continue exploring the influence of western music. Soundtrack music for modern films and cartoons exploit the elements of music to affect the audience. Students will further their understanding of how sound and musical elements are used to portray emotion, and will create a soundscape to a specific narrative.
Composition	Students will use their developing theory skills to compose and notate a short piece of music. As they develop an original composition, they will refine their notation skills and understanding of rhythm and pitch to create sheet music that another person will be able to perform from.
Performance	Ensemble performance. Choosing an appropriate song to perform. Is the difficulty level right for everyone? Can it be adapted e.g. some sing verse, some sing chorus? How can you practice at home?

PE

Unit of Work	Knowledge and Content
Dance	The students will learn to perform a range of dances using a range of movement patterns. These sessions will be delivered at school and by a qualified dance teacher. There will be opportunities to perform these dances during assemblies and whole school productions.
Horse riding	Take part in outdoor and adventurous activity challenges both individually and within a team. The horse riding is delivered in partnership with the Riding for the Disabled Association group, at stables in Bookham. The students follow a program of study which includes safety around horses, basic riding techniques and horse care.
Games/Athletics	As part of the games offer, students will be given the opportunity to take part in a variety of sports and activities. As part of these activities the students will be taught a range of skills including: running, jumping, throwing and catching in isolation and in combination. In addition the students are taught to apply basic principles suitable for attacking and defending. They will also be given the chance to take part in a number of inter school competitions. These include badminton, basketball, cricket, football, boccia and tennis.
Gymnastics	Students are encouraged to develop their flexibility, strength, technique, control and balance during these sessions. The programme is delivered in the school sports hall and culminates in two sessions at the Tolworth Gym club. During these sessions the students are assessed against a range of criteria.
Swimming	The swimming sessions are delivered at the Epsom Rainbow Centre and the Kingfisher in Kingston. During the swimming lessons the students are taught to swim competently, confidently and proficiently over a distance of at least 25 metres. They are encouraged to use a range of strokes effectively. These include, front crawl, backstroke and breaststroke. They are also taught water safety which includes self-rescue.

Drama

In drama we shall be continuing the themes that they have been studying in English

Unit of Work	Knowledge and Content
Shakespeare Romeo and Juliet	**By the end of the module, all students should be able to:** • Understand the plot of 'A Midsummer Night's Dream' • Name at least six characters from the play • Be able to create a character • Be able to perform in role • To be able to work in a group
Charles Dickens	**By the end of the module, all students should be able to:** • Be able to create a series of still images based on a Charles Dickens text • Be able to use our bodies to demonstrate the text. • Be able to re-create scenes from text thinking about characters • Be able to work in small groups.
Using Props	**By the end of the module, all students should be able to:** • Be able to identify a prop in a performance and its purpose • Be able to choose an appropriate prop for a character • To be able to use a prop in a short realistic piece of Drama
Scripted Performance	**By the end of the module, all students should be able to:** • Be able to identify what a script is • Be able to read from a script • Be able to use a script to create a short performance
Improvisation	**By the end of the module, all students should be able to:** • Be able to understand what improvisation is • Be able to understand the importance of improvisation • Be able to create a piece of improvised drama • To be able to evaluate performances using drama vocabulary
Storytelling and Narration	**By the end of the module, all students should be able to:** • Be able to bring a story to life. • Be able to create characters • To understand what a narrator does

PSHE

Unit of Work	Knowledge and Content
Module 1 Emergencies	• To be able to use the terms safe and risk appropriately. • To be able to describe at least one risky situation and to be able to recognise a range of risks in different situations. • To be able to use the term emergency appropriately and be able to recognise a situation as an emergency. • To be able to describe what to do in an emergency. • To be able to give basic first aid.
Module 2 Personal Hygiene	• To know what clean and dirty is and how important it is to keep hands clean and how to do this properly. • To know what hygiene products there are, what they are used for (which part of the body) and how to use them. • To know what are positive and negatives of the personal hygiene routine and to know how to make my own personal hygiene routine chart.
Module 3 Puberty	• To be able to name the main male and female sexual organs and to be able to understand that the body produces hormones that induce puberty. • To be able to describe the changes that puberty causes such as sweating and the effects it has on personal hygiene. • To be able to identify the different changes that happen to boys and girls during puberty. • To be aware that some cultures practice FGM (female genital mutilation) and that it is illegal in the UK.
Module 3 Anti-bullying & e-safety	• To be able to describe/explain what bullying is and the different types including cyber bullying and with social media. To remember the role of a victim, bully and bystander. • To discuss what virtual relationships are and the dangers of sharing information online • To be able to deal with peer pressure and to be able to know how to deal with (online) bullying assertively (including on social media). • To discuss what sexy photographs and sexting are and the consequences of sending them • To be able to name an organisation - Childline that helps victims of bullying and to know who/where to go to for help.
Module 5 Emotional Wellbeing	• To identify the difference between small and big feelings • To identify who their trusted adults are, to go to for help • To discuss what a circle of support is • To find ways to talk about our feelings • To discuss how to be a good listener • To discuss the signs and symptoms of Depression, Anxiety, Stress and OCD.
Module 6 Identity	• To explore and define identity • To explore our own sense of identity • To identify the difference between personality and physical appearance • To identify similarities and differences between ourselves and others • To identify how we can be influenced by the media and the effects of media • To discuss what the word stereotype means

Design Technology

Unit of work	Knowledge and Content	Skills
Health and safety, Wood work (Card Box)	By the end of the module students should be able: • To understand the rules of the Workshop and know why we have these rules. • To understand safety signage in the workshop. • To be able to recognise and use the pillar drill safely. • To know where soft wood comes from. • To be able to manufacture a product by following a plan • To be able to construct a product accurately. • To be able to use a Tenon saw safely and accurately. • To be able to safely and independently and accurately use the pillar drill. • To be able to measure accurately • To understand why we finish a product with paint/ varnish. • To be able to draw a 3d picture of the final product	Working safely Material selection Measuring marking out Sawing Drilling Sanding Painting/Varnishing
Plastics (Egg holder)	• To know where plastics comes from. • To know what thermo plastics are. • To know what a thermo setting plastics are. • To understand that heat is used to form plastics • To be able to measure and mark out ready for hole to be drilled. • To be able to use a drill safely and independently. • To be able to give a product a good finish using shaping tools • To be able to form plastic using heat safely and independently. • To be able to draw a 3d picture of a product. • To be able to render a picture. • To be able to critically evaluate a product.	Working safely Material selection Measuring marking out Sawing Drilling Sanding
Metal (Pewter casting pendant)	• To be able to derive a specification • To be able to use a coping saw safely and accurately • To understand where metal comes from and how it is refined • To be able to work safely in a heat treatment area • To be able to use a hand drill safely and independently • To be able to understand and apply a finish to a metal product.	Safe working practice Use of coping saw Drilling

Food Technology

Students in Year 8 will cover three topics over ten weeks

Unit of Work	Knowledge and Content	Skills
Soup and Bread	By the end of the module, **all** students should be able to: - Name 3 soups - Name 3 breads - Give reasons for why soup is healthy - Use the stick blender with support - Turn on the cooker with support - Weigh ingredients with support - Crack eggs with support By the end of the module, **some** students should be able to: - Name 5+ soups - Name 5+ breads - Explain why brown bread is better for you than white bread - Use the stick blender with little support - Turn on the cooker independently and cook in a saucepan - Weigh ingredients independently - Crack eggs independently	Peeling Chopping De-seeding Frying Boiling Simmering Blending Kneading Rubbing in Baking Shaping Washing up Drying Cleaning
International Cooking	By the end of the module, **all** students should be able to: - Name a cuisine from another country - Use a range of kitchen tools for more complicated prep and cooking with support - Turn on the oven with support - Work with filo pastry with support - Find picture of food from other countries using the internet and magazines By the end of the module, **some** students should be able to: - Name 3+ cuisines from other countries - Use a range of kitchen tools for more complicated prep and cooking with little support or independently - Turn on the oven independently - Put something in the oven with support - Work with filo pastry independently - Research a cuisine and find recipes using the internet and magazines	Peeling Chopping De-seeding Slicing Pastry work Sprinkling Frying Simmering Baking Mixing Stirring Washing up Drying Cleaning
Cakes/Baking	By the end of the module, **all** students should be able to: - Name 3 types of cake - Name a raising agent - Demonstrate rubbing in with support - Name 1 type of sugar and 1 type of fat - Use a rolling pin to roll out a dough with support - Put a tray in the oven with support - Weigh and measure accurately with support By the end of the module, **some** students should be able to: - Name 5+ cakes - Name ingredients for a basic sponge - Explain why raising agent is added - Demonstrate rubbing in independently and explain which parts of hand to use and why - Name 3+ sugars and 3+ fats - Use rolling pin to roll out dough and cut shapes independently - Put a tray in the oven with a partner - Weigh and measure accurately and independently - Give example of savoury and sweet baked dishes	Weighing Measuring Mixing Creaming Beating Rubbing in Whisking Rolling Shaping Baking Sieving Washing up Drying Cleaning

Horticulture   (These are introductory units, not all learners will complete them by the end of the Key Stage)

Unit of Work	Knowledge and Content
Recognise plants	To enable learners to demonstrate their ability to recognise one example of each of tree, shrub, vegetable and fruit commonly found in a horticultural setting. To be able to explain the names and functions of the main parts of a plant.
Plant flower bulbs	This unit introduces the skills required to plant bulbs for naturalisation or for bedding
Introduction to sowing seed indoors in containers	This unit introduces the learner to the knowledge, understanding and skills needed to prepare for, sow and care for seed immediately after sowing and leave the work area clean and tidy
Prepare and plant an area	To enable learners to demonstrate their ability to prepare and plant an area of land
Weed a planted area	To enable learners to demonstrate their ability to weed a planted area by hand, hoe or fork
Introduction to cultivating plant cuttings	This unit exists to give a basic introduction to cultivating plant cuttings
Water plant material by hand	To enable learners to demonstrate their ability to water plant material by hand using a hose or watering can
Introduction to potting up rooted cuttings, large seedlings or	This unit introduces the learner to the knowledge, understanding and skills needed to prepare for and demonstrate the potting by hand and immediate aftercare of rooted cuttings, large seedlings or plugs