



# **HOLYWELL SCHOOL**

## **CURRICULUM OVERVIEW**

**FOR**

**YEAR 8**

**2017 - 2018**

Dear Parents,

In their fourth and final year at Holywell, Year 8 pupils focus on preparation for Upper School.

This booklet aims to build on the strong partnership between school and home that we have enjoyed in previous years, by providing you with a brief but clear overview of the curriculum that your child will be experiencing.

## ENGLISH

In Year Eight pupils will continue to develop an appreciation and love of reading and read increasingly challenging texts. They will read a wide range of fiction and non-fiction texts.



They will continue to improve their writing so they can write accurately, fluently and effectively. Their writing will become more extended and they will be taught to write well-structured formal essays, narratives, arguments and letters. The explicit teaching of grammar, spelling and punctuation will continue and will help them to structure effective writing.

In Year 8 there is a focus on both high-quality contemporary fiction, but also a much greater emphasis on texts from our literary heritage. Pupils will be introduced to major critical study of both Charles Dickens and William Shakespeare for the first time.

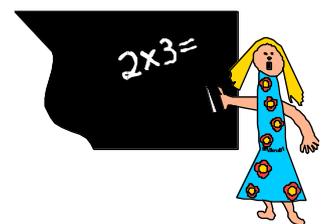
The main units of study for Year 8 pupils are:

- Gothic Horror – Close analysis of Victorian extracts – Frankenstein, Dracula, Jane Eyre. In depth study of gothic conventions and features
- Charles Dickens - 'A Christmas Carol'
- Stone Cold – Swindells - Contemporary novel - links with empathy and PSHE
- The Boy in the Striped Pyjamas - Boyne - Contemporary novel and film study - links with history
- Shakespeare - The Tempest

## MATHEMATICS

### **Autumn:**

We will look at numbers and the number system and calculating with the four operations, rounding and indices. We will study the properties of 2d and 3d shapes elevations and advance our probability skills and develop our skills of algebra with substitution and rearranging formula.



## Spring:

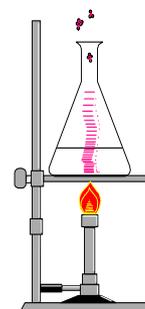
We will develop our skills of calculating with fractions, decimals and percentages. We will also learn how to solve equations in algebra and calculate the nth term. We will develop our knowledge of measures and angles and set up investigations to challenge our statistical skills.

## Summer:

We will be learning about how to translate our knowledge of algebra into graphs. We will develop our knowledge and skills with fractions, decimals and percentages and probability. We will then complete some functional skills tasks which will prepare the pupils for Upper School.

## SCIENCE

Pupils in Year 8 will study topics from the new Key Stage 3 Curriculum. They have three lessons a week delivered by specialist teachers. Pupils in year 8 will be studying the Collins KS3 programme of study. Six classes exist in year 8 which are divided into two bands. Pupils will be taught in sets. Lessons are divided between practical work, investigations and theoretical work.



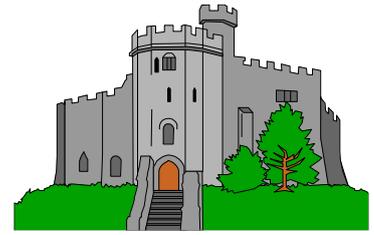
Term 1a	Term 1b	Term 2a	Term 2b	Term 3a	Term 3b
Contact and Non-contact Forces	Magnetism and Electricity	Physical and Chemical Changes	Energy Needs of the Human Body	Plants and Ecosystems	ISA Project (first 2 weeks after half term)  Year 9 Project Work

All learners in Science will be provided with both their effort grades and progress steps after each assessment piece. This will be reported to parents. This assessment progress grade will be based on teacher marked tasks, formal exams and practical work. Students will complete an assessment every half term. Formal examinations will take place in the summer term.

The Science department will use a **DISH THE DIRT** format every half term. The DISH THE DIRT will focus on their half termly assessment and feedback. DISH THE DIRT is a week-long reflection on the progress over the whole of the half term.

## **HISTORY**

History helps pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world.



In lessons we develop pupil's ability to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

In year 8 we continue to study the development of Church, state and society in Britain that was started in Year 7. We look at the causes and events of the civil wars throughout Britain, the Interregnum, the Restoration, the 'Glorious Revolution' and power of Parliament and the Act of Union of 1707.

After Christmas we study some features of Britain from the time 1745-1901 such as ideas, political power and industry. We will look at the impact of the industrial revolution, the development of voting and social reform. We conclude the year studying Britain's transatlantic slave trade: its effects and its eventual abolition.

## **GEOGRAPHY**

In year 8 Geography we will be covering the following topics:

- Volcanoes and Earthquakes.
- The coastal environment - linking in to the field trip to Swanage.
- Development linked to the case study of Africa.
- Hazardous weather; tornadoes, hurricanes, wild fires, extreme heat, snow storms
- Global warming: A group project where pupils investigate if global warming is a natural occurrence or man-made.



## FRENCH

In French this year the children will be building on the language learnt in year 7 and will be consolidating tenses already learnt. They will be practising listening, speaking, reading and writing French within specific topic areas.



Over the course of the year the children will be revisiting all tenses learnt through the topics 'My Holidays' and food and drink. In the Spring term topics will include television, culture and technology and 'My friends' where they will be doing a project on their school. To end the year, they will research a French region of their choice.

## R.E.

The first unit studied is The Nature of God which involves learning about what different religions believe about God and how they try to describe His complex nature. We then learn about and debate the arguments for and against the existence of God before considering the role of evangelicalism within the Christian faith.



During the Spring term we will be studying Hinduism, finding out how and why it started. We will look in detail at some of the key Hindu beliefs such as dharma, karma and reincarnation. We will then learn how Hindus practice their religion and find out about puja, rites of passage and Hindu festivals such as Diwali and Holi.

In the final term pupils will study the panoramic unit: Love versus Justice and Poverty. We will consider why injustice and poverty exist and why is to blame before investigating Christian teachings about these evils and what is being done to overcome them. We also learn about what Islam and Sikhism believe about injustice and poverty and what measures they take to try to eradicate them. The year in general is very discussion based and focuses on refining existing skills and encourages deep reflection of personal beliefs. This is in preparation for their transition to Upper school.

## I.C.T.

Year 8 student will cover 4 main modules of work in ICT. These modules will build on their work from year 7.

Students will take a second extended module using Scratch which further develops their programming skills in an interesting



graphical formal. They will develop their HTML skills to build simple web sites and using Notepad and Kompozer. They will use a 3D program to explore some of the different elements of developing a computer game.

Each module of work will end with an on screen test which will help to assess learning. Scratch, Notepad and Kompozer are free programs and we encourage students to use them at home.

## **ART**

In Year 8 this year, artists will develop their knowledge, understanding and skills further using a broader range of materials and techniques in preparation for GCSE. Artists will be inspired by British modern artists, fashion designers and the great Antoni Gaudi and his beautiful architecture in Barcelona. Artists will develop a critical understanding of art work; their context and purpose.



## **DESIGN TECHNOLOGY**

Design Technology is a whole curriculum subject, applying learning from other subjects. It gives breadth and balance in the school experience, develops life skills and broadens career horizons.

In Year 8 pupils will study:

- Safety in the working environment
- Planning and development of designs
- 3D drawing techniques
- Extend Graphic skills and Presentation techniques
- Sewing machine skills
- Evaluation of their own and others' work
- The use of ICT for designing and cutting of materials
- Hygienic working practices
- Food groups and nutrition
- Modifying recipes
- Analysing products
- Marking out and cutting of materials
- Workshop machines
- Evaluation and development of their designs
- Using PCBs and electronics



In addition, pupils will complete a number of design and make tasks throughout the year putting the design process into practice.

## P.E.

Holywell provides all pupils with 2 hours of timetable high quality curriculum PE every week and are offered a varied range of extra-curricular clubs. Units of work will last between 6-8 lessons so pupils will get the opportunity to participate in a vast variety of different sports and activities.



### Autumn & Spring Terms

<b>Football</b>	<b>Netball</b>	<b>Hockey</b>
<b>Gymnastics</b>	<b>Adventure and Challenge</b>	<b>Alternative Sports</b>
<b>Health and Fitness</b>	<b>Rugby</b>	<b>Basketball</b>

### Summer Term

During this term the activities covered are:

<b>Athletics</b>	<b>Tennis</b>
<b>Rounders</b>	<b>Cricket</b>



There are a wide range of extra curricular activities which support the Physical Education curriculum. These clubs are open to all who wish to attend.

## MUSIC

Music at Holywell is fun, accessible to everyone and gives opportunities to celebrate the creative and performing talents of our pupils. We aim to:

- Encourage all pupils to participate in a wide range of practical activities
- Give opportunities to children to learn to play a variety of instruments
- Enable children to express thoughts, ideas and emotions through creating their own music
- Enable children to appreciate a wide variety of different musical styles and cultures
- Provide performance opportunities for children in and outside school to a variety of audiences
- Provide opportunities for musically gifted children to excel
- Provide equal opportunities for all children
- Develop a love and appreciation of music for life.

The department coordinates a wide range of extra-curricular activities throughout the year including, orchestra, Rock School, Ukulele Group, Choir, Samba Band, keyboard club and a host of other lunchtime and after school activities that change throughout the year. We enjoy celebrating our talents by organising concerts, both in school and in the community including carol services at our local church as well as other concerts throughout the year.

We have a wealth of visiting instrumental teachers and over 120 children take instrumental tuition in school. Music is a lively area and we enjoy a high profile in the school and community.

In year 8 music the pupils will build upon skills learned in year 7 and use them to explore new challenges for example,

- Basic guitar (electric, acoustic and bass)
- Basic drum kit
- PA systems and how to set them up
- Beatles and music of the 60's and 70's
- music technology including Notate and Audacity
- Protest songs
- Jazz, Rock and Pop
- Performing and composing basslines and riffs
- arranging music
- more advanced keyboard skills.



Pupils also explore making their own recordings and evaluating the work of other pupils. There is also more emphasis on comparing different styles and genres. Activities are mainly practical and all pupils who learn instruments are encouraged to use them in classroom activities.

## **DRAMA**

In Year 8 Drama, the students begin to explore different genres of theatre. The year starts by refreshing the key skills needed to put on a performance and learning how to use stage combat. These skills are then put into practice when they create their own Murder Mystery performance, thinking carefully about creating tension throughout the piece.



The final project is an in depth study of the script DNA by Dennis Kelly. The students will explore several scenes from the play, exploring how the characters are presented and the plot progresses.

## CITIZENSHIP AND PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION

PSHCE develops pupil's personal, social, health and economic awareness and capabilities as well as ensuring that they are aware of their role in the community and how they can effect positive change.

In the Autumn term we begin by looking at personal safety and mental wellbeing.

We follow this up with a first aid refresher and economic wellbeing and financial capability topics in the Spring term.

Finally, we complete the year by looking at drugs education in terms of the impact on your body and the law. In our SRE topic we cover body image in the media, relationships and the law, S.T.I.s and contraception (please note there will be an information evening in the summer term which you will be invited to attend in order to find out more about the SRE curriculum).



We hope that you will continue to support and help your child with homework. Full information is contained in the 'Homework at Holywell' booklet and a homework timetable is included in your child's organiser, together with other useful information. Subject heads will supply your child with full written details of any important assessment tasks.

Please continue to check and sign Personal Organisers every week and use them for any communication with us. Please also encourage as much reading as possible at home and sign the reading record every second week.

I hope that this overview makes clear the main topics and elements that constitute the Year 8 curriculum. Do not hesitate to contact me about any queries or problems that arise with your child's education.

Yours sincerely

*A. Norman*

Miss A Norman  
Head of Year 8