



Year 8 Subject Overviews to support Student Reports



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Year 8 Art Overview

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During Year 8, your daughter will be taught a range of skills in a variety of media from a range of artistic contemporary & historical sources from British and world cultures.

The activities include

- **Animal Illustration: mark-making & textures** in drawing, painting media and ICT programs through first- and second-hand observation
- **Design & make a book: graphic layouts/ composition** incorporating **text and image** in mixed-media/ICT
- **Literacy** – write an animal short story, poem or rhyme for a child
- **3D Animal Sculpture/model** – working in pairs – clay or papier-mâché
- **Collaborative Citizenship/Art** SHS 'Eco' garden sculpture or mosaic based on African patterns – sustainability and recycling Citizenship day
- **Individual and group work activities**, such as: discussing famous animal art, animal motifs/symbols from around the world, researching an idea for a final piece or peer assessment of project development

By the end of Year 8:

1. Your daughter will be **exceeding** expectations for the year group if: she is able to work with confidence and creative maturity in both designing and making. If she is able to use a range of range of tools and equipment independently to develop highly effective finished artwork and evaluate her work suggesting viable modifications for improvement.
2. **All should:** be able to develop their understanding and application of the visual elements (line, shape, **space**, tone, shade, texture, pattern and colour) in their practical techniques. Their drawing and mark-making skills will show some accuracy when working from observation. They should be able to link their skills to the knowledge and understanding of famous relevant artist's work through engaging with the theme and making a personal **imaginative** response to it. Their work should show an appreciation to review, modify and refine work as it progresses.
3. **Most will:** be able to explore some ideas, making good use of the information and resources provided in class. They will be aware of how designs or plans show successful arrangements/compositions and show an **increasing complexity**. They will be able to collect relevant information – this may include making drawings, taking photos, collecting images from the internet and making collages to present ideas **thoughtfully**. They are able to bring ideas to a **confident and successful conclusion** in their final pieces which show clearly that they have **engaged personally** with the theme and learnt from relevant artists to inspire their outcomes.
4. **Some may:** be able to make a **creative, personal and imaginative** response with an **increasingly complex** grasp of the visual elements including **space** (layering to create depth and perspective) and **form** (awareness of light and shadow). Their work shows clear, consistent and **discriminating** connections with the work of other relevant artists.

Year 8 Citizenship Overview

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During Year 8, your daughter will be developing her work on the following key skills and themes:

Themes	Skills
<ul style="list-style-type: none">• Human Rights• The Electoral System and Political Parties• Political Systems	<ul style="list-style-type: none">• Knowledge & Analysis• Enquiry• Speaking out

<ul style="list-style-type: none"> • Active Citizenship and Volunteering • Finance, the economy and money • Justice and the legal system 	<ul style="list-style-type: none"> • Taking action
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These themes and skills will be developed in a range of ways listed below:

Citizenship curriculum days: One day on the theme of Afritwin; exploring rights, prejudice, colonialism, sustainability, community campaigning: And a magistrate workshop on the themes of justice, punishment, and community.

Whole school/Year group: Giving Nation project, Student council, Raising and Giving (RAG) leadership and events, assemblies.

Cross-curricular: Geography – Crime prevention and Disaster prevention & government spending; History-Civil war & Power of parliament, 19th Century Child Labour, and the Slave trade ; RE-Sikh gurus and human rights and Ethics- right and wrong; Science- MMR debate.

Extra-curricular: Opportunity to take part in the mock trial competition and student groups such as Eco-committee, Amnesty International, and Afritwin.

By the end of Year 8:

All should: Show a good understanding about citizenship issues and concepts and start to make links between events and ideas. They use a variety of sources to explore issues further, understanding their choice of sources. They can express different points of view on issues and draw their own conclusions. They can work as an active member of a group to plan and carry out actions aimed at changing things for the better and consider the effects of their actions.

Most will: Show they can discuss citizenship issues in depth bringing in key concepts, using a range of information to think critically about them and produce their own in-depth work. They can express their own opinion about these issues, taking into account different points of view. They are able to present a persuasive case for a course of action and work with others to negotiate, plan and carry out actions aimed at changing things for the better showing a deeper understanding of how individuals can make a difference.

Some may: Show a detailed knowledge of citizenship issues using associated technical language fluently and show how these key ideas can change over time. They show initiative in their research, interpreting sources of information and evidence, assessing for bias and validity. They show careful reflection about opinions and assumptions, including their own. They lead groups and decision making activities, demonstrating how actions for change can affect the behaviour of governments.

Year 8 Computing Overview

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During Year 8, your daughter will extend and demonstrate her skills in a 'real-world' integrated project based around the theme of a festival. Students will gather information from a variety of sources and will develop:

Investigation

- Research existing festivals, possible venues, facilities etc
- Identify activities/artists/events that will attract a wide audience
- Frame and create a survey to determine potential audience perception/attitude

An appropriate house-style and logo for the festival

- Develop and demonstrate vector graphics skills

- Export images in formats suitable for a variety of purposes
- Demonstrate a sense of audience and fitness for purpose
- **Challenge:** create a promotional animation that could be used on a website/app

A spreadsheet model

- Using a variety of skills including functions, formulae, conditional formatting, 3D referencing
- Utilise a variety of techniques to develop the model to enable 'what-if' scenarios to given brief including data validation and VLOOKUP
- **Challenge:** Extend the model to incorporate extension ideas

A promotional video

- Utilising both new and re-purposed information from the project
- Design and create a video advertisement that is fit for purpose and suitable for audience
- **Challenge:** produce narration that could also be used as a podcast to promote the festival

A digital poster

- Plan and produce an eye-catching, memorable digital poster
- Ensure fitness for purpose and suitability for audience including navigable features
- Utilise a variety of animations and transitions
- **Challenge:** add narrative and music

A website

- Plan and produce website using storyboards and mood boards
- Create a website with a clear navigation system/house style
- Manage pages, assets and colour schemes
- **Challenge:** Include links to digital artefacts developed through the project eg podcast, digital poster etc

Coding

- Students will be introduced to the concepts of programming using Python

By the end of Year 8:

1. **Your daughter will be exceeding expectations for the year group if:** She is able to work independently to an outline brief to solve increasingly difficult/complex multi-step problems in a variety of contexts, and communicate her reasoning clearly, both verbally and in written form, using the correct subject-specific terminology fluently. She will be able to self- and peer-review work against success criteria she has helped to generate, give detailed constructive feedback and offer ideas for development.
2. **Your daughter will be meeting expectations for the year group if:** She is able to work to an outline brief and utilise the skills she has developed in a variety of settings. She will be able to discuss the development of her work using the correct subject-specific terminology and self- and peer-review work against identified success criteria.
3. **Your daughter will be below expectations for the year group if:** She is able to work, with support, to a detailed, stepped brief. She will be able to communicate how she has utilised a limited number of skills using some subject-specific terminology; her independent problem-solving skills will be limited.
4. **Your daughter will be significantly below expectations for the year group if:** Her understanding of some key skills and concepts is still developing and she requires significant support to apply them to a detailed brief. She will, with support, have used a variety of software programs to carry out practical work, but demonstrated limited independent problem-solving skills.

Year 8 DT Overview

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During Year 8, your daughter will develop a range of skills and confidence in using both designing and using practical techniques to;

Study and take inspiration from different cultures and sub-cultures

Understand User Needs as an essential part of designing for a client or user group.

Use computer based tools (CAD/CAM) Computer aided design and manufacture

Further develop skills within Creative & Practical Activities

These skills will be studied through the media of Food, Resistant Materials and Textiles.

Food

The focus of the work is to learn about macronutrients and micronutrients, the consequences of dietary deficiency or excess and consumer choice. Students continue to build on nutritional knowledge, the function of foods in different recipes and how recipes can be adapted to suit personal preference or design situation. The theme for the assessed project is 'Foods around the World' in which students develop their research skills by choosing a country to focus their work on and to develop an understanding of a wide variety of multi-cultural ingredients including herbs and spices. They are encouraged to experiment with a wide variety of relevant ingredients to showcase and extend their cooking skills.

Textiles

The design work is based on the identification of a variety of cultures and target markets as a basis for the design and construction of a bag. Students may research cultures, sub cultures, religious beliefs, and traditions for their inspiration. Students will use a basic pattern and may adapt it through the possible alteration of the pocket shape, strap style and surface decoration. They will develop decorative skills including CAD/CAM embroidery appliqué, machine and hand embroidery, couching, beading and use sewing skills to create the lined bag. They will require approximately 1m of sturdy fabric and 80cm of drawstring cord. Some small scrap fabrics for decoration may also be used.

Resistant Materials

The focus of this project is the construction of an electronic door sign. The design work is inspired by the work of various street artists. The students research into street art and work to develop their own distinctive style. Students reach a final design solution through experimentation and exploring a range of communication techniques. They will also develop an understanding of electronics by constructing a simple circuit board which involves soldering components onto a PCB. Students also learn how to programme an integrated chip to play both a tune and make a LED flash using the programme Pic Logicator.

Graphics

In year 8 the students will work on the theme "Design For Life". They will make an up-cycled product and design the environmentally themed branding and marketing for their product. During the course the students will develop a range of both hand-drawn and computer-aided graphics skills.

By the end of Year 8:

1. Your daughter will be **exceeding** expectations for the year group if: she is able to work with confidence and creative maturity in both designing and making. If she is able to use a range of range of tools and equipment independently to develop highly effective finished products and evaluate her work suggesting viable modifications for improvement.
2. Your daughter will be **meeting** expectations for the year group if she is able to work with confidence in both designing and making. If she is able to use a range of tools and equipment with little support to complete an effective finished product which she can evaluate to highlight strenghts and weaknesses.
3. Your daughter will be **below** expectations for the year group if if she find some aspects of designing and making challenging. If she is beginning to use a range of tools and equipment with growing confidence to complete a largely and independently finished product which she evaluates to check some strenghts and weaknesses.
4. Your daughter will be **significantly below** expectations for the year group if: she find designing and making very challenging and finds difficulty understanding and applying key skills. If she struggles to use a range of tools and equipment confidently and is either unable to complete her work independantly or works at a low level of challenge. She may struggle with time management impacting on her ability to evaluate the outcome.

During Year 8, your daughter will be taught a range of skills in reading and writing; speaking and listening. She will be required to: present her ideas both individually and in groups, and will be given the opportunity to involve themselves in parliamentary debating. She will create her own compositions using the skills of arguing and persuading; she will also use empathetic writing to investigate a writer's use of characterisation. She will read a twentieth century drama text and learn about the historical context and how this creates meaning. She will refine the skills of annotation and write analytically. She will learn about origins of words and gain understanding of classical authors from Greek and Roman culture. She will study Macbeth and consider Shakespeare's stagecraft and language and carry out independent investigations of Jane Austen and study early 19th century prose.

These skills include:

- **Words on Air: The Dragon's Den and Parliamentary debating.** Students learn relevant terminology and techniques applicable to the writing of argument and persuasion. Students use the skills of rhetoric in their spoken contributions.
- **Murder Mystery:** Students gain understanding of 'An Inspector Calls' and use the skills of close textual reference, annotation, inference and deduction. Students use the skills of structured argument and interpretation of language. Students will use the skills of spelling, punctuation and grammar to present a formal essay-like response.
- **In The Lap of the Gods:** students learn about, broaden and explore texts from Greek and Roman sources. Students learn about etymology and apply this knowledge to their own ambitious vocabulary and spelling strategies.
- **Double, Double, Toil and Trouble:** students read Macbeth and examine the language techniques, characterisation, and use in setting. Students build on their knowledge of Shakespeare and use the skills of analysis to examine imagery and language analysis.
- **Light, Bright and Sparkling:** students use skills to read early nineteenth century prose and are introduced to irony and independently research a personalised project. Students use their writing skills to manipulate grammar, vocabulary and punctuation.
- **The Wonderful World of Work:** students use the speaking and listening skills to work on solutions, problem solve and create presentations.

By the end of Year 8:

1. **Your daughter will be exceeding expectations** if she is able to summarise and synthesise key information from one or more texts with skill. She will be able to structure her essays in a formal manner with a clear introduction and analyse a text to show independent thinking, highlighting inferences and interpretation. When appropriate she can write independently on the social, historical and literary meaning of a text. She will sometimes be able to identify subtle details, such as, irony or satire or patterns at word, sentence and whole texts level. Her writing will be sequenced logically and appropriately for the chosen purpose with paragraphing becoming secure. Her sentences will reflect a range of clauses. There will be a high level of cohesion and precision.
2. **Your daughter will be meeting expectations** if she is able to summarise information with increasing precision, exploring inferences and different levels of meaning. She will be able to plan, draft and check their work with reference to the text studied. She will be able to show awareness of historical and social details and apply to readings of a text. She should use a wide range of grammatical and sentence

features for clarity; vocabulary will be developing and showing precision. In writing tasks, accuracy is shown most of the time when demarcating a sentence and paragraphing is applied using the accepted rules of composition.

3. **Your daughter will be below expectations** if she shows some critical thought but this is limited only to an awareness of the writer's whole text, language choices and the effect of language. She might attempt to summarise information but with insufficient textual detail to construct an argument. She may apply knowledge of a historical period to a text but too often this is generalised. In challenging texts, students will identify a writer's technique but not its effect. In writing tasks, a range of errors might occur or composition may lack application of paragraph rules or ambition with vocabulary choice.
4. **Your daughter will be significantly below expectations** if she is beginning to think critically about texts, but with limited comment on the whole text and/or language choices and their effect. Some inferences might be drawn from the texts, but these are rarely explored to express a critical view. If her writing is often lacking in structure and vocabulary choices are limited in appropriateness to audience and purpose. Work is consistently incomplete, poor or inappropriate to requirements of the task; if their discussion of a text lacks appropriate supporting textual detail and, as a result, repeatedly produces a generalised response.

Year 8 French Overview

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During Year 8, your daughter will revise and build on the knowledge she gained in year 7. She will start the year building confidence using and extending the vocabulary and structures covered in year 7 and will then move on to more challenging topics and grammar. She will learn to use the perfect tense in order to recount past events and she will also learn to give opinions on these. This grammar work will lead to independent work looking at a French poem and then more creative work where she will write and perform her own version of the poem. Later in the year she will look at the topics of invitations, shopping, clothes and food and there will be more emphasis on communication and practical skills. This will involve role plays, presentations and display work.

These skills include:

- More confidence using the present tense of regular and common irregular verbs
- Being able to use the perfect tense including some knowledge of être verbs and irregular past participles
- Continued ability to use the aller + infinitive future tense
- Gaining confidence in using basic linguistic concepts such as gender and agreement
- Giving opinions and justifying them
- Writing longer pieces using connectives and a range of tenses
- Developing independence in using reference materials
- Understanding of the verbs pouvoir, vouloir and devoir and how they are used
- Being able to understand longer written and spoken passages by picking out key words
- Confidence when dealing with pieces of language containing some unfamiliar vocabulary

By the end of Year 8:

1. Your daughter will be **exceeding expectations** for the year group if: she is able to express herself confidently both in written and spoken language on the range of topics studied this year. She is able to understand spoken and written passages on familiar and unfamiliar topics which refer to present, future and past events. She uses initiative and is able to speak spontaneously using topic specific vocabulary.
2. Your daughter will be **meeting expectations** for the year group if she is able to express themselves confidently both orally and in writing on familiar topics with little reliance on support materials whilst maintaining a good level of accuracy. She is able to understand more

complex written and spoken passages on familiar topics which refer to present, future and past events.

3. Your daughter will be **below expectations** for the year group if she is insecure in both in written and spoken language on the range of topics studied this year and is starting to use reference materials as support to help accuracy. She may be able to understand spoken and written passages on familiar topics which refer to present, past and future events.
4. Your daughter will be **significantly below expectations** for the year group if: her understanding of some key vocabulary and grammatical concepts is developing, but she struggles to apply this in unfamiliar situations. Her use of the present, past and future tenses is inconsistent. She is not confident in using reference materials.

Year 8 Geography Overview

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In Geography we aim to enthuse and inspire students about the world around them and interactions that exist between different disciplines, predominantly in terms of the human, physical and environmental world. Students will learn, consolidate and extend their knowledge and understanding in the following key areas:

- Locational knowledge
- Places and processes
- Geographical skills
- Fieldwork

These key areas will be covered under the following topics:

- **Weathering and Limestone:** Students study weathering by analysing photographs and extending their literacy through the use of explanation and sequencing connectives. They will practise drawing field sketches when investigating weathering at school. Students will interpret geological maps using knowledge of relief. They will experience storytelling to understand complex limestone features and extend their geographical vocabulary. An assessment on Cheddar Gorge following fieldwork data collection will incorporate literacy and ICT skills.
- **Development and the Unfair World:** Students will extend their understanding of the term 'development' by studying photos. They will be introduced to the concepts of Low Income Countries (LIC's), High Income Countries (HIC's) and Newly Emerging Economies (NEE's) and the Development Gap. They will use development indicators in the atlas to compare countries at different levels of development. They will challenge their assumptions about development. They will carry out group work to investigate the Development Gap within cities. The assessment will develop their research skills, ICT skills and their understanding of the school's links to Cape Town.
- **Rivers and Flooding:** Students will extend their knowledge of World Rivers using atlas skills. They will develop their understanding of river processes and landforms, with a focus on waterfalls, meanders and ox-bow lakes. Students will also use their graphical skills to interpret flood hydrographs and use GIS to assess the risks of flooding. They will work in teams using ICT to investigate causes, effects and responses to flooding and also evaluate different methods of flood management. The assessment will develop their understanding of flooding in a NEE.
- **Crime:** Students will use data and maps to analyse types of crime and patterns of crimes. They will learn how GIS is used to map crime and how the built environment can influence crime. Students will carry out fieldwork to investigate litter. They will use questionnaires and collect data before presenting their findings using cartographic and graphical skills. Students will investigate global crime, looking at drug production in South America.

By the end of Year 8:

1. Your daughter will be **exceeding expectations** for the year group if: She has shown a detailed knowledge of countries and their human and physical features and understands in depth the geographical similarities, differences and links between places. She understands in detail how geographical processes interact to create distinctive human and physical landscapes that change over time. Extended writing uses sophisticated key geographical terminology to reach substantiated conclusions that include ideas such as sustainability. She can collect, interpret

and communicate a wide range of geographical information, including maps, diagrams, GIS, and fieldwork data confidently.

2. Your daughter will be **meeting expectations** for the year group if: She has shown a good knowledge of countries and their human and physical features and understands the geographical similarities, differences and links between places. She understands how geographical processes interact to create distinctive human and physical landscapes that change over time. She writes in detail using key geographical terminology and reach a balanced conclusion. She can collect, interpret and communicate a range of geographical information, including maps, diagrams, GIS, and fieldwork data.
3. Your daughter will be **below expectations** for the year group if: She has shown a satisfactory knowledge of countries and their human and physical features and understands some geographical similarities, differences and links between places. She has some understanding of how geographical processes interact to create distinctive human and physical landscapes that change over time. Written answers lack detail and fluency and key geographical terminology is not used effectively. She can collect, interpret and communicate some geographical information, including maps, diagrams, GIS, and fieldwork data.
4. Your daughter will be **significantly below expectations** for the year group if: She has shown a limited knowledge of countries and their human and physical features and has a limited understanding of the geographical similarities, differences and links between places. She has a limited understanding of how geographical processes interact to create distinctive human and physical landscapes that change over time. Written answers often lack detail and fluency and key geographical terminology is not used effectively. She has a limited ability to collect, interpret and communicate geographical information.

Year 8 German Overview

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During Year 8 your daughter will be taught a range of skills within the contexts of making introductions, family and pets, house and home, school, around the town and free time. She will gain knowledge of how the language works, of pronunciation, of cultural differences between Germany and the UK. She will be taught how to write and speak in short paragraphs using a range of structures including the present tense and some use of the past tense. She will also be taught skills to extend her writing beyond the minimum to include opinions and reasons, linking words and more descriptive language. She will express herself by developing listening, speaking, reading and writing skills in role-plays, partner work, group work and presentations as well as display work for the classroom wall.

These skills include: the following:

- Having accurate pronunciation and spelling
- Understanding and using numbers
- Understanding classroom instructions
- Understanding and using question words
- Recognising and using infinitives
- Being able to form and apply rules of conjugating verbs in the present tense
- Using a wide range of adjectives
- Talking about the school day
- Making sentences longer and more interesting
- Understanding German word order
- Being able to justify and express opinions
- Telling the time
- Using and understanding prepositions to describe a room
- Using and understanding plurals
- Deducing meaning from a range of texts

By the end of Year 8:

1. Your daughter will be **exceeding expectations** for the year group if: she is able to express herself confidently both in written and spoken language on the range of topics studied this

year, and understands how to extend her sentences whilst understanding and using German word order rules, using a variety of verb endings, giving fully justified opinions and using more complex structures. She is able to understand spoken and written passages on familiar and unfamiliar topics which refer to present and past events. She uses initiative and is able to speak spontaneously using topic specific vocabulary.

2. Your daughter will be **meeting expectations** for the year group if she is able to express herself confidently both orally and in writing on familiar topics with little reliance on support materials whilst maintaining a good level of accuracy, and often extending sentences. She is able to understand more complex written and spoken passages on familiar topics which refer to present and past events.
3. Your daughter will be **below expectations** for the year group if she is insecure in both in written and spoken language on the range of topics studied this year and is starting to use reference materials as support to help accuracy. She may be able to understand spoken and written passages on familiar topics which refer to present, and past events.
4. Your daughter will be **significantly below expectations** for the year group if: her understanding of some key vocabulary and grammatical concepts is developing, but she struggles to apply this in unfamiliar situations. Her use of the present and past tenses is inconsistent. She is not confident in using reference materials.

Year 8 History Overview

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History overview: During Year 8, pupils will be taught about the period from c.1500AD to c.1900AD. This will include topics such as the religious changes of the c16th, the reigns of the Tudors, with special focus on Elizabeth I. Pupils will also learn about how the English Civil War, the establishment of a Republic under Oliver Cromwell, the 'Restoration' and the 'Enlightenment' began to change the way we were ruled and way we thought. As well as this, pupils will investigate the development of medicine between 1500 and 1900, the causes of the Industrial Revolution, the slave trade, slavery and their eventual abolition. A study of nineteenth century factory life and reform will inform pupil's investigation of child labour, both then and now. The year will end with an enquiry into the development of women's rights between 1850 and 1918.

Skills/concepts: The skills and second-order concepts that pupils will cover during enquiries will include: causation, using evidence, historical perspectives, change & continuity, historical interpretations and communication.

By the end of Year 8:

1. Pupils will be judged to be **exceeding** expectations (1) if they: Begin to assess valid reasons for events etc. Fully develop their evaluation of sources for their usefulness. Can compare and contrast views between past societies / places. Begin to assess how far things changed between two periods AND assess the pace, or extent, of that change. Start to evaluate the validity of interpretations using contextual knowledge. Always write using sophisticated paragraph structures and always write fluently. Always spells words correctly and often use specialist terms appropriately in all work. Punctuate well and always use the rules of grammar correctly. Always use very detailed / relevant knowledge to support their answers.
2. Pupils will be judged to be **meeting** expectations (2) if they: Fully explain valid reasons for events etc. Develop their evaluation of source utility. Recognise that experiences varied in the past. Begin to assess how far things changed and / or judge the pace and extent of the changes. Explain confidently why interpretations differ. Always write in structured paragraphs and usually write fluently. Usually spell words correctly, often using specialist terms appropriately in most work. Punctuate well and usually use the rules of grammar correctly. Often use detailed / relevant knowledge to support their answers.
3. Pupils will be judged to be **below** expectations (3) if they: Begin to explain valid reasons for events etc. Start to evaluate sources (for their usefulness.) Use evidence to show understanding of past peoples' views. Begin to sort changes into types / categorises. Begin to explain valid reason(s) why interpretations differ. Sometimes write in paragraphs and sometimes write fluently. Sometimes spell words correctly, but rarely use specialist terms

appropriately. Punctuate with variable accuracy and sometimes use the rules of grammar correctly. Occasionally use detailed / relevant knowledge to support their answers.

4. Pupils will be judged to be **significantly below** expectations (4) if they: List valid reasons for events etc. Use sources at face value and use them uncritically. Understand how context affected attitudes in the past. Identify changes / continuities between periods in the past. Identify how interpretations differ. Rarely / never write in paragraphs and rarely write fluently. Rarely spell words correctly and rarely / never use specialist terms. Rarely punctuate and use of the rules of grammar correctly. Rarely use detailed / relevant knowledge to support their answers.

Year 8 Mathematics Overview

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During Year 8, your daughter will be taught a range of skills in the four areas of number, algebra, shape and space and data handling. She will increase her fluency in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that she develops conceptual understanding and the ability to recall and apply knowledge rapidly and accurately. She will be taught to reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language. She will also develop her problem solving skills by applying mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

These skills include: the following:

- Calculate percentage change
- Use prime factor decomposition
- Identify the gradient and y-intercept from the equation of a graph
- Perform simple constructions
- Solve right-angled triangle problems using Pythagoras' Theorem
- Draw and interpret stem and leaf diagrams
- Use proportional reasoning to solve problems
- Know index notation and use index laws for multiplication and division
- Estimate the mean from a frequency table for grouped data
- Use formal proof to prove simple mathematical statements
- Know and use the formulae for the circumference and area of a circle
- Calculate the surface area and volume of right prisms
- Use scatter graphs to develop understanding of correlation
- Derive a formula and, in simple cases, change its subject
- Use possibility space diagrams to work out probabilities from 2 events

By the end of Year 8:

1. Your daughter will be **exceeding** expectations (1) if she: can grasp concepts rapidly and consistently challenge herself with rich and sophisticated non-routine problems. She will be able to solve complex multi-step problems in a variety of contexts and clearly communicate reasoning both verbally and in written form, always using the correct mathematical terminology fluently.
2. Your daughter will be **meeting** expectations (2) if she: can demonstrate good understanding of Year 8 skills and can usually apply mathematical knowledge in non-routine contexts. She can solve increasingly difficult multi-step problems and communicate reasoning well both verbally and in written form, frequently using correct mathematical terminology.
3. Your daughter will be **below** expectations (3) if she: can demonstrate some understanding of most Year 8 skills and apply mathematical knowledge in familiar contexts. She is beginning to solve increasingly difficult multi-step problems and communicate reasoning well both verbally and in written form, sometimes using correct mathematical terminology.

4. Your daughter will be **significantly below** expectations (4) if she: can demonstrate partial understanding of some Year 8 skills and apply mathematical knowledge in familiar contexts. She can begin to solve multi-step problems with support and can sometimes communicate her reasoning verbally and in written form but rarely uses mathematical terminology.

Year 8 Music Overview

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During Year 8, your daughter will be taught a range of skills in performing, composing and listening. Students will be required to perform longer pieces of music: notate their own compositions displaying knowledge of melody, chords, timbre and structure. Your daughter will also develop and extend her listening skills by responding aurally to a diverse range of musical forms and styles. In addition to this, students will be given the opportunity to perform as either a soloist or as part of an ensemble. Students are given the opportunity to create their own compositions, using the Sibelius software alongside traditional notation skills.

- **Ensemble performance:** Students learn to recognise the skills required to play as part of an ensemble. They are given the opportunity to develop their keyboard/instrumental skills as part of a group performance. They will be expected to perform longer pieces of music.
- **The Blues (performance):** Students study both the 12 bar blues and its main musical features through the performance of a Blue's piece.
- **The Blues (composition):** Students are introduced to the main features of the Blue's style. They are expected to compose a piece of music in the blue's style using the Sibelius software allowing them to extend their composition skills. This also offers students the opportunity to develop their notation skills further and to further develop their understanding of chords
- **Let's play the keyboard:** Students are challenged to develop their keyboard skills linking this skill to their knowledge of music notation. All students are encouraged to perform a longer piece of music as part of an ensemble or as a soloist.
- **Let's compose:** Students undertake an independent composition task using all the skills/knowledge learned throughout the course. They may use the Sibelius software or alternatively traditional notation skills. Students are expected to present their pieces.

By the end of Year 8:

1. Your daughter will be **exceeding** expectations for the year group if: she is able to perform longer pieces of music from detailed scores with confidence, using dynamics. She will be able to show an awareness of her role within an ensemble and show empathy with other players. She will be able to compose longer pieces of music using rhythm, melody, tonality and chords within clear structures. She will also be able to analyse/evaluate music using a wide music vocabulary
2. Your daughter will be **meeting** expectations for the year group if: She can perform a longer piece of music from notation. She should show an awareness of ensemble skills and should compose using musical devices, displaying a knowledge of chords and structure either using traditional notation or the Sibelius software. She should be able to use the correct vocabulary when listening/evaluating music and be able to evaluate her own work.
3. Your daughter will be **below** expectations for the year group if: She is developing her singing/playing skills. She is developing her understanding of notation. She is developing an understanding of ensemble and composition skills and is developing her Sibelius skills. She is mostly using the correct vocabulary when listening/evaluating music.
4. Your daughter will be **significantly below** expectations for the year group if: She lacks confidence when performing/singing skills. She finds it challenging to perform as part of an ensemble. She can demonstrate partial understanding of some of the year 8 skills but finds it difficult to apply them to her composition pieces. Her use of music vocabulary is inconsistent.

Year 8 Physical Education Overview

During Year 8, your daughter will be taught a range of skills in a variety of competitive sports and other physically demanding activities. They will be required to be physically competent and work well to enhance their own health and fitness. Your daughter will build on and embed existing skills and become more competent and confident in their techniques across activities. They will understand what makes a performance effective and how to apply these principles to their own and others work. We hope that your daughter will extend her interests in extracurricular activity by getting involved in our vast array of clubs and practice's that exist to enhance modelling for lifelong participation in sport and in their own time at home.

The activities include:

- **Team and Individual Games:** students use a range of tactics and strategies to overcome opponents in direct competition through games – Netball, Basketball, Football, Handball, Badminton, Tennis and Rounders
- **Athletic Performance:** Students develop their technique and improve their performance – Athletics
- **Aesthetic Competition:** students perform Dance using advance techniques and themes within a range of styles and forms and develop their Gymnastics techniques and improve performance
- **Outdoor and Adventurous activity:** students take part in activities which present intellectual and physical challenges and are encouraged to work as a team, building on trust and developing skills to solve problems both alone and in groups
- **Analysis of performance using ICT:** students analyse their performances compared to previous ones and demonstrate how they can achieve their personal best. They analyse others performance using ICT and give constructive and meaningful feedback for progress and improvement.
- **Healthy Lifestyles:** students are made aware of the importance of living a healthy and active lifestyle. They are given opportunity for fitness testing, using heart rate monitoring and advice upon exercise plans and dietary choices.
- **Taking part outside of school:** information is readily available and distributed for opportunity's to join clubs and community activities. Students have vast opportunity to enhance their 2 hours entitlement to 5 hours with the termly timetable for sporting opportunity at SHS.

By the end of Year 8:

1. Your daughter will be **exceeding** expectations for the year group if: she is able to select, link and refine skills and is able to apply them to a variety of invasion games with coordination and control, she can use tactics to gain advantage and help others to better their own game play, she can understand and use composition in gymnastics and dance and show precision and refinement in movement, she can see, respond and evaluate the similarities and differences between her own work and others' work, and show clear understanding of how to improve her own performance, she can demonstrate reasons why warming up before an activity is important, and explain why physical activity is good for her health.
2. Your daughter will be **meeting** expectations for the year group if: she is able to select and link skills and is able to apply these with coordination and control in a game, she can understand tactics in invasion games and understand composition in aesthetics by starting to vary how she responds, she can see and respond to similarities and differences between her own work and others' work, and show understanding of how to improve her own performance, she can give reasons why warming up before an activity is important, and explain why physical activity is good for her health.

3. Your daughter will be **below** expectations for the year group if: she is able to select skills and is able to apply these with some coordination and control in a game, she can understand most tactics in invasion games and understand simple composition in aesthetics by starting to vary how she responds, she can see similarities and differences between her own work and others' work, and show some understanding of how to improve her own performance, she can give reasons why warming up before an activity is important, and explain why physical activity is good for her health.
4. Your daughter will be **significantly below** expectations for the year group if: she is able to select basic skills and is able to apply these with some control in a game, she can understand how invasion games are played and understand simple composition in aesthetics, and show some understanding of how to improve her own performance, she can give reasons why warming up before an activity is important.

Year 8 RE Overview

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During Year 8, your daughter will consolidate her skills from within the RE skill sets of Analysis & Reasoning and Explanation & Application, and add in a focus on Investigation & Enquiry. The goal for this year is to not only broaden her skill sets but also to achieve consistency and accuracy in the ones already practised. Some of the units covered incorporate elements of the Citizenship curriculum. The units in this year are:

Why don't Hindus want to be reincarnated?

Students explore what Hindus believe and how this faith has developed out of traditions and practices rather than founding moments and people. The unit also focuses on the key Hindu beliefs about God and the many ways in which Brahman can be understood. There will be discussion on the Hindu views of human nature and what it means to be Hindu in British life.

Happiness: Is it the purpose of life?

Students explore this question through the teachings of Christianity, Buddhism, Psychology, Ethics and their own key ideas. They compare and contrast the different approaches, considering the value of each, aiming for an answer to the key question.

Living as a Jew

Students explore the principles of this ancient faith. They learn about the lessons at the heart of each Jewish community alongside the stories that express Jewish spirituality. This unit includes an understanding of what it might mean to live as a young Jew in Britain today as well the impact of the Jewish responses to the Holocaust.

Life after death: does it exist?

Students explore the question, 'Life After Death: Does it Exist?' through an independent research project. This unit introduces the third skills set, Investigation & Enquiry, and requires the students to produce an answer to the question through an analysis of what they find. A day trip to visit a Sikh gurdwara and an Islamic mosque allows the students to access faith communities for further research and understanding.

Good, bad, right, wrong: how do I decide?

Students explore the ways in which people make ethical decisions, considering what an ethical issue is and the theories used to respond to them. As part of their Citizenship curriculum, students look at the ethical issues raised in the history and modern context of the Aborigines in Australia, as highlighted by the film, Rabbit Proof Fence.

By the end of Year 8:

1. Your daughter will be **exceeding** expectations for the year group if: She is considering and comparing a range of viewpoints, supporting them with argument and evidence. She is explaining a depth of material, showing similarities and differences, and the impact it has on believers and communities. She is planning, implementing, recording and evaluating her

research with success. She is presenting her work in a way that furthers her argument and/or purpose and is clearly and consistently using RE-specific vocabulary.

2. Your daughter will be **meeting** expectations for the year group if: She is able to analyse her viewpoint and those of others, with supporting evidence and examples. She is able to explain key teachings and beliefs in depth and is clearly showing the similarities and differences and considering the impact these may have for believers and communities. She can create key research questions, plan for how to answer them and record her findings with success. She is thinking clearly about how to successfully order her work and there is clear use of RE-specific vocabulary.
3. Your daughter will be **below** expectations for the year group if: She is offering her own ideas with supporting evidence and examples but is not exploring them alongside the views of others. She is explaining key teachings and beliefs, along with the similarities and differences of them but is not putting in the context of believers and communities. She is able to create key questions for her research but is insecure in how to go about answering them. She is presenting her work with some order and there is some evidence of the use of RE-specific vocabulary.
4. Your daughter will be **significantly below** expectations for the year group if: She is presenting her own ideas but is not supporting them with any kind of evidence or examples. She is able to explain key teachings and beliefs but does not show any similarities or differences between them. She is insecure in putting together a list of key questions which will inform her planning for research tasks. She is insecure in her use of RE-specific vocabulary and is unsure of how to successfully present her work.

Year 8 Science Overview

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In science we aim to provide the foundations for understanding the world around us to develop in our students:

- a sense of excitement and curiosity about natural phenomena;
- scientific knowledge and understanding;
- an understanding of the methods of science through different types of science enquiries.

In addition, our curriculum improves communication skills and helps students form a healthy dose of scepticism, and recognise the power of rational explanations. Here is an outline of the topics covered in year 8:

Energy in the Body: Includes healthy diet and the consequences of imbalances in the diet. We look at the structure and function of the human digestive and gas exchange systems. Students also study the basics of respiration.

Drugs, Microbes and Disease: Students study the effects of 'recreational' drugs on behaviour, health and life processes. We study how diseases spread, how the body defends itself against microbes and how immunity develops. We also learn about antibiotics, antibiotic resistance and vaccination.

Photosynthesis and Ecosystems: The first focus is on plants, including the dependence of almost all life on Earth on the use of sunlight by plants and algae in photosynthesis. The second area of focus is the interdependence of organisms in an ecosystem and how organisms affect, and are affected by, their environment.

Mixtures: Students will study the concept of a pure substance, and simple techniques for separating mixtures: filtration, evaporation, distillation and chromatography.

Atoms, Elements and Compounds: Students learn the differences between atoms, elements and compounds and chemical symbols and formulae for elements and compounds. We also cover the principles underpinning the Periodic Table and how patterns in reactions can be predicted.

Heating and Cooling: We look at the similarities and differences, including density differences, between solids, liquids and gases. Students learn that temperature difference between two objects leads to energy transfer by conduction, convection or radiation; and how insulators can reduce the rate of this transfer.

Solar System: Students study the make-up of our solar system, galaxy and universe. They also explain the seasons and day length at different times of year, in different hemispheres. There is also a link to forces work, when we look at gravity and the difference between weight and mass.

Magnets and Electromagnets: We cover the features of magnets, including poles; attraction and repulsion; magnetic fields; and Earth's magnetic field. Students are also introduced to the magnetic effect of a current, electromagnets, and the principles of D.C. motors.

By the end of Year 8:

1. Your daughter will be **exceeding** expectations for the year group if: She becomes aware of the big ideas underpinning scientific understanding, such as the particulate model. She challenges misconceptions and demonstrates an understanding of higher-order content. She has an extended specialist vocabulary. She relates scientific explanations to various phenomena and starts to use modelling and abstract ideas to develop and evaluate explanations.
2. Your daughter will be **meeting** expectations for the year group if: She sees the connections between topics and can use her knowledge to solve a variety of problems. She uses technical terminology. She can decide on the appropriate type of scientific enquiry to undertake to answer questions and develop a deeper understanding of factors to be taken into account when collecting data. She can evaluate her results and identify further questions arising from them.
3. Your daughter will be **below** expectations for the year group if: She is developing a secure understanding of the key blocks of knowledge and concepts. She is insecure in her use of scientific vocabulary, scientific nomenclature and units. She can also apply mathematical knowledge to her understanding of science, including collecting, presenting and analysing data. She is developing her confidence in using scientific apparatus to carry out practical work.
4. Your daughter will be **significantly below** expectations for the year group if: Her understanding of some key blocks of knowledge and concepts is developing, but she struggles to apply this in different situations. Her use of scientific vocabulary, scientific nomenclature and units is inconsistent. She has used a variety of scientific apparatus to carry out practical work, but is lacking in confidence in her presentation and analysis of this work.

Year 8 Spanish Overview

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During Year 8 your daughter will be taught a range of skills within the contexts of making introductions, family and pets, house and home, school, around the town and free time. She will gain knowledge of how the language works, of pronunciation, of cultural differences between Spain and the UK and how to give and justify her opinions. She will be taught how to write and speak in short paragraphs using a range of structures including both present and future tenses. She will study using a range of texts including authentic Spanish articles and will develop listening, speaking, reading and writing skills.

These skills include: the following:

- Identifying and using nouns and articles that agree in quantity and gender
- Having accurate pronunciation and spelling
- Using numbers up to 31 and understanding numbers up to 100
- Understanding classroom instructions
- Understanding and using interrogatives
- Being able to form and apply rules of conjugating verbs in both the present and future tenses
- Using a wide range of adjectives
- Being able to justify and express opinions
- Telling the time
- Ordering food and drink and describing mealtimes
- Using and understanding prepositions
- Describing the weather through the use of idioms
- Using and understanding possessive adjectives
- Deducing meaning from a range of texts
- Translating accurately from English in Spanish and Spanish into English

By the end of Year 8:

1. Your daughter will be **exceeding** expectations for the year group if she: consistently and confidently demonstrates understanding of the skills taught during the Year 8 course and grasps new concepts rapidly and with ease. She will have developed a wide and imaginative vocabulary field across a range of topics and communicates accurately, using both present

and future tenses; she will use a variety of verb forms, give fully justified opinions and beginning to use more complex sentence structures

2. Your daughter will be **meeting** expectations for the year group if she: can confidently demonstrate understanding of the skills taught during the Year 8 course. She should have developed a vocabulary field across a range of topics and communicate accurately, using both present and future tenses; she will use a variety of verb forms and give justified opinions
3. Your daughter will be **below** expectations for the year group if she: demonstrates some understanding of the skills taught during the Year 8 course. She will have a basic vocabulary field across a range of topics and can communicate with support, using both present and future tenses; she may only use first person verb forms and give simple justified opinions. Spelling/grammatical errors may impede communication.
4. Your daughter will be below **significantly below expectations** for the year group if she: demonstrates limited understanding of the skills taught during the Year 8 course. She will have a basic vocabulary field across a few topic areas and can communicate with additional support, using the present tense; she may only use first person verb forms and gives simple opinions. Spelling/grammatical errors often impede communication.