



Swakeleys School for Girls

Year 8 Curriculum Guide by half term:
Summer 2

enjoy

achieve

aspire

succeed



SWAKELEYS SCHOOL FOR GIRLS

Year 8 students continue to study 16 subjects, all of which they started when they joined Swakeleys in year 7. The following provides families and students with guidance on what each of these subjects looks like, with Summer 2 below. It outlines what Year 8 students will be taught, the type of assessment that students will experience and any resources that they will need. If you prefer, you can view this information by subject in our Curriculum Guide by subject publication. You can find this on our website at: <https://swakeleys.hillingdon.sch.uk/curriculum/>

Year 8 also have an internal exam period of two weeks where each subject will hold 'exam style' assessments during the same two week period. These fall in Spring 2 and are to give students a taste of what final GCSE exams will be like when the time comes! There is a separate document which details the content for each subject for these exams which is also on our website (see the link above).

Year 8 Curriculum Guide: Summer 2

Subject	Topics covered	Format of assessment	Resources, useful websites & extra-curricular opportunities
Core subjects			
Maths	Standard Form Multiply by powers of 10, change an ordinary number into standard form and vice versa, and use standard form with negative powers. Calculate problems using standard form. Constructions Draw and measure angles using a protractor, construct SSS, ASA and SAS triangles. Construct perpendicular bisectors, angle bisectors, to construct a 60 and 30 degree angle and measure and draw bearings.	Ongoing in class assessment, including regular skills checks.	Use the Independent Learning tab on Sparx Maths to work on specific topics.

<p>English</p>	<p>Shakespeare – study of a play based on teacher choice including, but not limited to, <i>Romeo and Juliet</i>, <i>The Taming of the Shrew</i>, <i>A Midsummer Night’s Dream</i>, <i>Twelfth Night</i>, <i>Much Ado About Nothing</i>. Exploration of themes, characters, plot and context of the play.</p> <p>Analysis of language, form and structure techniques.</p> <p>NB: The timing of this unit may change according to staffing.</p> <p>This links to Literature Paper 1 Section A part b of the GCSE exam.</p>	<p>One question on how a theme is presented across the whole play. 2-3 paragraphs. 50mins.</p>	<p>Lessons can be reviewed on Google Classroom.</p> <p>Notes in exercise books.</p> <p>Shakespeare play studied.</p> <p><i>Romeo and Juliet</i>: https://www.bbc.co.uk/bitesize/topics/zf/dj6sg</p> <p><i>Twelfth Night</i>: https://www.bbc.co.uk/bitesize/topics/zb/2xsbk</p> <p><i>A Midsummer Night’s Dream</i>: https://www.bbc.co.uk/bitesize/topics/zx/gcwmn</p> <p><i>Much Ado About Nothing</i>: https://www.bbc.co.uk/bitesize/topics/zn/kdmp3</p>
<p>Science</p>	<ul style="list-style-type: none"> The Earth (the earth and its atmosphere, sedimentary rocks, igneous and metamorphic rocks, the rock cycle, the carbon cycle, climate change and recycling) 	<p>Ongoing in class assessment, including regular skills checks.</p> <p>End of chapter test for the earth at the end of the lessons for those chapters. These will be one hour written tests. Revision of content required.</p>	<p>Use Year 8 spreadsheet</p> <p>https://docs.google.com/spreadsheets/d/e/2PACX-1vSgypnYNjIIFamt7F-5vRMaXRJmLG7aXPmeIKjcs5fJUA0Tk5L7e2TJUsUVmwJ1LTpkObI264TZZ0kW/pubhtm</p> <p>Seneca Learning</p> <p>Activate 2 workbook</p> <p>Science club</p>

<p>Art</p>	<p>Hundertwasser architecture project The aim of this project is to introduce pupils to a form of architecture which was both creative and innovative. Pupils will begin by researching and exploring the work of Hundertwasser, an artist, architect and environmentalist who had a unique vision. Pupils will learn and gain knowledge on the concepts Hundertwasser used, linked to how your space should represent your identity, including architecture. Pupils will express their ideas when designing elements of architecture and use influences from the artist work when adding colour. Designing a final outcome which incorporates a range of designs from different buildings (cultural and modern) will encourage them to innovate and create without restrictions.</p>	<p>On-going self/peer assessment in class. Knowledge – to know about great artists, to evaluate and analyse creative works using the language of art and design (Pop Art and cultural portraits from around the world). Skills – to creatively explore ideas and record experiences. Explore proportional drawings of the face, use of oil pastels when blending colours and creating tonal effects. Understanding – to understand the work various artists which represent identity in an interesting way.</p>	<p>Key stage 3 art club will be available for pupils at certain lunch times. Resources shared on google classroom. Art competitions. Cross curricular opportunities, i.e prop making for the school production, maths and science cross curricular work. Work displayed around the school. KS3 end of year art exhibition.</p>
<p>Computer Studies</p>	<p>Swakeleys Shopping Center Project Able to create a Map for the shopping center on powerpoint. Complete the powerpoint presentation with images, hyperlinked to correct slides Create poster on canva for Swakeleys shopping centre</p>		<p>Logo maker Powerpoint Storyboard Canva Publisher</p>
<p>Dance</p>	<p><u>So You Think You Can Dance?</u> Pupils will be given a dance style each lesson. Pupils will then be required to create a dance ready to perform by the end of each lesson. Students will reflect on prior learning and demonstrate effective skills in choreography, teamwork and performance skills. This is a competition based topic. By the end of the term the overall winners of each class get prizes.</p>	<p>Assessment is via practical assessment. Each class has a group of students who are given scores out of 10 against 3 components; choreography, teamwork and performance skills.</p>	<p>Full PE kit, bare feet or soft dance shoes. Check out the Performing Arts Extra-Curricular programme. We'd love to see you there! Summer Festival rehearsal and show</p>

<p>Design Technology</p>	<p><u>Food & nutrition</u> Traffic light labelling and allergens are introduced, pupils produce a cheesecake. Food science: chemical raising agents investigation. Practical outcome: ginger biscuits. Methods of heat transfer, outcome: pasta bake. Planning a practical assessment, outcome: free choice using the knowledge and skills learnt throughout the course.</p>	<p>Formative: Response to questions during knowledge section. Observation during making activities. Plenary quizzes Summative: end of unit assessment of completed product.</p>	<p>Students must remember their kit:</p> <ul style="list-style-type: none"> - Hair tie (something suitable to tie up their hair) - Food safe container (for taking their food product away/ home). <p>High risk ingredients (e.g. cooked meat and poultry, dairy products) must be taken to the food room before registration and stored in the fridge. Please ensure your daughter has their name and form group labelled clearly on their ingredients/ bags. Free school meals (FSM) students will have ingredients provided. https://www.foodafactoflife.org.uk/11-14-years/</p>
<p>Drama</p>	<p><u>Trestle Masks</u> Group working, use of space, voice and movement, create characterisations, Provide structure and presentation, understand the following vocabulary: still picture, monologue, spoken thought, mime, body language, key image, facial expressions, eye contact, role, empathy, narrator, soundscape, whole group image, spontaneous improvisation.</p>	<p>Ongoing self/peer assessment.</p>	<p>Check out the Performing Arts Extra-Curricular programme. We'd love to see you there!</p> <p>Students from ECA clubs perform in Summer Festival.</p>
<p>French</p>	<p><u>Module 5 : Le sport en direct</u> Point de départ: (To talk about sports) Unit 1: C'est plus amusant! (Giving opinions about sports, using the comparative) Unit 2: Pour aller au stade? (asking and giving directions and using the 'vous' form of the imperative) Unit 3: Qu'est-ce qu'il faut faire? (What must you do to stay fit) Unit 4: Vous allez bien? (talking about injuries and illnesses with a doctor) Unit 5: Allez les futurs champions! (Understanding sports people and using 3 tenses)</p> <p>Using 3 tenses in each module</p>	<p>Regular vocabulary test on key words taught in the module</p> <p>Mid-Module: Translation</p> <p>End of Module: Listening, Reading, Translation</p>	<p>Student notes in exercise book Resources shared on Google Classroom Dynamo 2 Textbook (in class) Dynamo 2 workbook (in class) Revision work: (Teacher led in class) The <u>Languagenut</u> website is also an excellent resource.</p>

<p>Geography</p>	<p>Global Development</p> <ul style="list-style-type: none"> - Our unequal world - Development defined - Measuring development - A case study of a LIC: Malawi - A case study of an emerging economy: Singapore - Comparing levels of development - Development aid in Africa - The growing development gap - Managing the growing development gap 	<p>An in class formal assessment made up of multiple choice, resource response, short answer questions and one longer 6 mark question.</p> <p>Ongoing peer and self-assessment in lessons.</p>	<p>Lessons are all available on Google Classroom.</p> <p>Exercise book.</p> <p>Geography Society</p> <p>https://www.bbc.co.uk/bitesize/articles/zbcqjsg</p>
<p>German</p>	<p><u>Kapitel 5 Wir gehen aus</u> <u>(Module 5 We're going out)</u></p> <p>Unit 1: Ich mag meinen Stil! (discussing clothes and style)</p> <p>Unit 2: Mein erstes Date! (talking about plans for a date)</p> <p>Unit 3: Ich mache mich fertig (talking about getting ready to go out)</p> <p>Unit 4: Wie war's? (talking about how the date went)</p> <p>Unit 5: Speaking Skills: Pro und kontra (preparing for a debate about uniform)</p> <p>Unit 6: Extension: Öko-freundliche Mode für alle (researching Fairtrade labels)</p> <p>Using 3 tenses in each module</p>	<p>Regular vocabulary test on key words taught in the module</p> <p>Mid-Module: Translation</p> <p>End of Module: Listening, Reading, Translation</p>	<p>Student notes in exercise book</p> <p>Resources shared on Google Classroom</p> <p>Stimmt 2 Textbook (in class)</p> <p>Stimmt 2 Workbook (in class)</p> <p>Revision work: (Teacher led in class)</p> <p>The Languagenut website is also an excellent resource</p>
<p>History</p>	<p>Enquiry question: Post-war Britain– how much progress had been made for people's lives?</p> <p>Creation of the welfare state and the NHS, Windrush and immigration after World War Two, what youth culture was in this time period, rise of feminism and women's rights, LGBTQ+ rights, and civil rights in the UK with comparisons to the US.</p>	<p>On-going peer and self-assessment in lesson</p>	<p>Pupil exercise book and the resources on google classroom.</p> <p>What is the Windrush Generation? - BBC Newsround</p> <p>History of Civil Rights in the UK - Black History Month 2024</p>

<p>Music</p>	<p><u>Performance</u> Students will select, rehearse, practise, evaluate and perform a piece of their own choice in groups.</p> <p>Listening to a variety of pieces, composing and performing to the class.</p>	<p>On-going self/peer assessment in class.</p> <p>Assessment of group performance.</p>	<p>Notes in student music booklets.</p> <p>Check out the Performing Arts Extra Curricular programme. We'd love to see you there!</p> <p>ECAS perform in Summer Festival.</p>
<p>PE</p>	<p>Rounders / Cricket: Pupils will continue to develop and learn the key skills and techniques used for throwing (underarm, overarm) catching, fielding batting in order to be successful in these sports. They will also play full matches and learn more rules.</p> <p>Outdoor Adventurous Activities (OAA): Students will continue to learn how to use a variety of communication, problem solving & map reading skills through orienteering and team building activities.</p>	<p>Assessment is ongoing every lesson by the teacher, self and peer assessment.</p> <p>Assessment is focussed on three key areas via practical assessment and verbal Q&A: -Knowledge; rules, techniques, map reading, control points -Skill; technique, outwitting opponents, teamwork, co-ordination & problem solving -Understanding; tactics, decision making, analysis of performance & application of knowledge on performance levels.</p>	<p>Full PE kit. Rounders and Cricket clubs at lunchtime from April – July.</p>
<p>PSHCE</p>	<p>Theme: Living in the Wider World</p> <p>Lesson 1: How can we be aspirational students and reach our full potential? Lesson 2: What does it mean to be a British Citizen? Researching and presenting our multiple personal identities. Lesson 3: British Values – what does it mean to be British? Lesson 4: Celebrating Pride month Lesson 5: What is tax and how does the money go towards things we all need & use? Lesson 6: Celebrating South Asian heritage month</p>	<p>Assessment takes the form of baseline assessments at the start and end of themes. This is through self-evaluation, checking of understanding throughout the lesson, debate and discussions, and teacher's mark book work every 6 weeks, students will complete a feed forward on a piece of work following teacher assessment of work.</p>	<p>Student notes in exercise book Resources shared on Google Classroom Further support/ information/websites is signposted for particular topics in the lesson power point Newsround is useful to keep up to date on what is happening in the world. Swakeleys school learning resource centre (LRC)</p>
<p>RE</p>	<ul style="list-style-type: none"> • Hindu Funerals • Ghandi and the caste system <p>Students will begin an ethics unit called: 'Animal Rights'</p> <ul style="list-style-type: none"> • Introduction to animal rights • Vegetarianism • Animal testing • Animals and entertainment 	<p>Ongoing in-class assessment</p>	<p>Lesson resources will be available on Google Classroom for consolidation and revision.</p>

