



# Swakeleys School for Girls

Year 8 Curriculum Guide by half term:  
Spring 1

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 Spring 1 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: Spring 1

| Subject              | Topics covered   | Format of assessment  | Resources, useful websites & extra-curricular opportunities   |
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| <b>Core subjects</b> |  |   |   |
| <b>Maths</b>         | <p><b>Area and Volume</b><br/>Find the area of simple 2D shapes (rectangle, triangle, parallelogram, trapezium, and compound shapes), convert and know units of area.<br/>Find the volume of prisms (cube/ cuboids, triangular prism, etc)<br/>Find the surface area of cubes, cuboids and triangular prism.</p> <p><b>Equations</b><br/>Solving linear equation using 1 or 2 steps. Extension – solve multi-step equations involving brackets and/or variable on both sides. Form a linear expression/equation. Represent single and combined linear inequalities on a number line. Solve linear inequalities using 1 or 2 steps.</p> | Ongoing in class assessment, including regular skills checks. | A self-assessment summary of the first term will be stuck into books during the first week of this term.<br>Use the Independent Learning tab on Sparx Maths to work on specific topics. |

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|                | <p><b>Graphs</b><br/>Plot co-ordinate points in all four quadrants and draw axes. Plot and interpret linear functions, conversion graphs and real life graphs.<br/>Extension:<br/>Find the gradient and y-intercept of a linear graph, Identify parallel and perpendicular lines from their equations.</p>   |  |  |
| <b>English</b> | <p><b>Survival</b> – A collection of (mostly non-fiction) texts on the theme of survival. Analysis of language and structure, and transactional writing inspired by the theme and/or texts.</p> <p><b>NB: The timing of this unit may change according to staffing.</b></p> <p>This links to Language Paper 2 Section B of the GCSE exam.</p>  | <p><u>Year 8 internal exam</u>: One question asking students to write a piece of transactional writing e.g. letter, speech, article, based on a prompt.</p>  | <p>Lessons can be reviewed on Google Classroom.</p> <p>Notes in exercise books.</p> <p>‘Survival’ booklet.</p> <p>BBC Bitesize:<br/><a href="https://www.bbc.co.uk/bitesize/topics/zv7fqp3">https://www.bbc.co.uk/bitesize/topics/zv7fqp3</a></p>  |
| <b>Science</b> | <ul style="list-style-type: none"> <li>Ecosystem processes (photosynthesis, leaves, plant materials, chemosynthesis, aerobic respiration, anaerobic respiration, food chains and webs, disruption to food chains and webs and ecosystems)</li> <li>Energy (food and fuels, energy adds up, energy and temperature, energy transfer: particles, energy transfer: radiation, energy resources, energy and power, work, energy and machines)</li> </ul> | <p>Ongoing in class assessment, including regular skills checks.</p> <p>End of chapter test for ecosystem processes and energy 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><a href="https://docs.google.com/spreadsheets/d/e/2PACX-1vSgypnYNjllFamt7F-5vRMaXRJmLG7aXPmeIKjcs5fJUA0Tk5L7e2TJUuUVmwJ1LTpkObI264TZZ0kW/pubhtml">https://docs.google.com/spreadsheets/d/e/2PACX-1vSgypnYNjllFamt7F-5vRMaXRJmLG7aXPmeIKjcs5fJUA0Tk5L7e2TJUuUVmwJ1LTpkObI264TZZ0kW/pubhtml</a></p> <p>Seneca Learning</p> <p>Activate 2 workbook</p> <p>Science club</p> |

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| <p><b>Art</b></p>              | <p><b>Under the Sea</b><br/> The aim of this project is to introduce pupils to another form of life on earth which is Sea life. Pupils will explore sea life and be introduced the different forms of life. Pupils will explore how to create observations of these beautiful life forms in a range of media, progressing in their skills when handling a range of materials.<br/> Pupils will also explore the work of contemporary artist Vincent Scarpace and his unique way of creating work influenced by sea. Pupils will have the opportunity to create work in the style of Vincent Scarpace while also taking influence from other elements found in the sea, such as plants, shells, movement of the water etc. Pupils can choose to extend this project to look into sustainability.<br/> (alternative sculpture project) <b>INSECT PROJECT</b> - An insect-themed art project offers a rich opportunity to explore various artistic techniques, styles, and concepts. Insects are fascinating subjects due to their intricate forms, vibrant colours, and symbolic meanings in different cultures. Pupils will study the anatomy, textures, and structures of different insects. Pay attention to the wings, body patterns, shapes, and colours. They will also explore the symbolic meanings of insects in various cultures and art history. This will lead onto a large 2D and 3D sculpture pieces (using wire).</p> | <p>On-going self/peer assessment in class.<br/> <b>Knowledge</b> – to know about great artists, to evaluate and analyse creative works using the language of art and design.<br/><br/> <b>Skills</b> – to creatively explore ideas and record experiences.<br/> Painting skills in the style of the impressionists. Mixing colours, blending, brush control, creating tone and texture.<br/> Colour mixing.<br/> <b>Understanding</b> – to understand the work of Van Gogh, how he captured his images and the effects he wanted to portray. Use this understanding when creating the final response of a landscape.</p> | <p>Key stage 3 art club will be available for pupils at certain lunch times.<br/><br/> Resources shared on google classroom.<br/><br/> Art competitions.<br/><br/> Cross curricular opportunities, i.e prop making for the school production, maths and science cross curricular work.<br/><br/> Work displayed around the school.</p> |
| <p><b>Computer Studies</b></p> | <p>Understanding Binary<br/> Able to define Bit, Byte, Kb, Mb, and Gb<br/><br/> Convert integer to binary number<br/> Convert binary number to integers<br/> Adding two binary numbers and understand how to do the carry over.</p>  | <p>Open and Close questions<br/> Mini whiteboard<br/> Worksheet</p>  | <p><a href="https://www.youtube.com/watch?v=M41M9ATm49M">https://www.youtube.com/watch?v=M41M9ATm49M</a><br/><br/> <a href="https://www.youtube.com/watch?v=MaveQ_7HniU">https://www.youtube.com/watch?v=MaveQ_7HniU</a><br/><br/> Powerpoint</p>  |

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| <p><b>Dance</b></p>             | <p><u>Contemporary Dance - choreography</u><br/>Pupils will continue with their contemporary dance from the previous term by adding their own choreography to the end of the teacher taught repertoire.</p> <p>Develop knowledge and skills in choreographic devices such as; canon, unison, mirroring, retrograde and accumulation.</p> <p>Other relationship skills developed include; partner work, floor work, trust, communication of choreographic intent and spatial awareness.</p>   | <p>Assessment is via practical assessment of a group performance. Assessment is ongoing every lesson by the teacher and numerous opportunities to observe each other, and giving feedback to peers.</p>   | <p>Full PE kit, bare feet or soft dance shoes.<br/>Dance club at lunchtime.<br/>Check out the Performing Arts Extra-Curricular programme. We'd love to see you there!<br/>After school rehearsals and Saturday rehearsal before the show.</p> <p>School Production last week of ½ term – take part or see the show!</p> |
| <p><b>Design Technology</b></p> | <p><u>Introduction to textiles: gadget/ book stand</u><br/>This project builds upon skills developed in the Year 7 scheme of work and allows for some techniques to be used again. It extends to include more complex design-and-make activities, as well as providing students with the opportunity to experience computer-aided design and manufacture. The course builds around the students designing and making a gadget/bookstand for a situation and user of their choosing. More demanding processes and techniques are introduced, alongside developing students' understanding of fabric construction. Pupils will also incorporate e-textiles into their final outcome.</p> | <p>Formative: observation through whole- class activities- student participation.<br/>Assessment of written content: verbal &amp; written feedback, notes produced in student folios.<br/>Plenary quizzes<br/>Summative: end of unit assessment of completed product (making assessment).</p> | <p>Cross-curricular links include mathematics, science, communication, problem solving.</p>   |
| <p><b>Drama</b></p>             | <p><u>Commedia Dell'Arte</u><br/>Develop knowledge and understanding of Commedia Dell'Arte. Students will learn characterisation through use of voice, facial expression, space and timing. They will also explore stereotypes and stock characters. Key skills developed are movement, posture, pace, blocking, choral speech and comedic timing.</p> <p>Core knowledge includes understanding what Commedia is, pantomime and physical comedy.</p> <p>Career links with comedy, entertainment. Examples include comedian, comedy writer, advertising writer, entertainment producer/director.</p>  | <p>Ongoing self/peer assessment. Teacher assessment.<br/>Students will use physical theatre and status to devise a comedy scene for assessment.</p>   | <p>Check out the Performing Arts Extra-Curricular programme. We'd love to see you there!<br/>After school rehearsals and Saturday rehearsal before the show.</p> <p>School Production last week of ½ term – take part or see the show!</p>  |

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| <p><b>French</b></p>    | <p><u>Module 3: A loisir (leisure and hobbies)</u></p> <p>Point de départ: (talking about TV programmes and actors, using adjective agreement)</p> <p>Unit 1: Ma vie numérique (talking about digital technology)</p> <p>Unit 2: On va au ciné? (arranging to go to the cinema using 24 hour clock)</p> <p>Unit 3: Quels sont tes loisirs? (talking about leisure activities and negatives)</p> <p>Using 3 tenses in each module</p> <p>Revision for the Year 8 examination</p> | <p>Regular vocabulary test on key words taught in the module</p> <p><b>Mid-Module:</b> Translation, Dictation</p> <p><b>End of Module:</b><br/>No end of module due to Year 8 examination</p>   | <p>Student notes in exercise book</p> <p>Resources shared on Google Classroom</p> <p>Dynamo 2 workbook (in class)</p> <p>Dynamo 2 workbook (in class)</p> <p>Revision work: (Teacher led in class)</p> <p>The <a href="https://www.languagenut.com/">Languagenut</a> website is also an excellent resource.</p> |
| <p><b>Geography</b></p> | <p>The Physical Landscapes of Iceland</p> <ul style="list-style-type: none"> <li>- An introduction to Iceland</li> <li>- River landscapes in Iceland (processes and landforms)</li> <li>- Coastal landscapes in Iceland (processes and landforms)</li> <li>- Glacial landscapes in Iceland (processes and landforms)</li> </ul>   | <p>An in class formal assessment whereby pupils produce a leaflet based on an expedition to Iceland – the land of fire and ice. The task is to consider the geography of Iceland and the different geographical landscapes.</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><a href="https://www.iceland.org/geography/#google_vignette">https://www.iceland.org/geography/#google_vignette</a></p> <p>BBC Bitesize – river, coastal and glacial processes and landforms.</p>       |
| <p><b>German</b></p>    | <p><u>Kapitel 3 Bleib gesund! (Module 3 stay healthy!)</u></p> <p>Unit 1: Zum Frühstück (talking about typical breakfasts)</p> <p>Unit 2: Was nimmst du? (discussing traditional German food)</p> <p>Unit 3: Kannst du kochen? (understanding recipes)</p> <p>Unit 4: Im Training (talking about healthy lifestyles)</p> <p>Using 3 tenses in each module</p> <p>Revision for the Year 8 examination</p>  | <p>Regular vocabulary test on key words taught in the module</p> <p><b>Mid-Module:</b> Translation, Dictation</p> <p><b>End of Module:</b> No end of module due to Year 8 examination</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 <a href="https://www.languagenut.com/">Languagenut</a> website is also an excellent resource.</p> |

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| <p><b>History</b></p> | <p><b>Enquiry question: How significant was the Industrial Revolution for Britain and how much change did it bring?</b></p> <p>The unit will begin by looking at what is meant by the term industrial revolution and the reasons for it, reasons why towns grew and the conditions in them, working conditions, key inventions at the time, how conditions at the time helped Jack the Ripper, and how public health was improved. The enquiry will end with pupils answer the enquiry focus question as a levelled piece that is self-assessed.</p> | <p>On-going peer and self-assessment in lesson</p>  | <p>Pupil exercise book and the resources on google classroom.</p> <p><a href="#">Bing Videos</a></p> <p><a href="#">The Industrial Revolution - BBC Bitesize</a></p>                          |
| <p><b>Music</b></p>   | <p><b>Song Writing</b><br/>Students will learn what makes a "good" song and successful composition.</p> <p>Students will listen and appraise different songs in reference to the "good" features. Students will learn how to compose and perform a vocal melody and add chords.</p> <p>Students will listen and appraise different extracts of songs with reference to the key features.</p>   | <p>On-going self/peer assessment in class.</p> <p>Assessment will be via a group song composition.</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>School Production performance.</p>                    |
| <p><b>PE</b></p>      | <p><b>Football:</b> Students will continue to develop and perform skills such as passing, control, dribbling and shooting. They will become more confident when dribbling the ball and be able to use skills in small sided games whilst following basic rules such as goal kicks, corners and throw ins.</p> <p>Catch up activities: A range from the previous activities due to any missed time (exams, weather etc).</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&amp;A:<br/> <b>-Knowledge;</b> rules, techniques, basic anatomy and physiology in sport<br/> <b>-Skill;</b> technique &amp; outwitting opponents<br/> <b>-Understanding;</b> tactics, decision making, analysis of performance &amp; application of knowledge on performance levels.</p> | <p>Full PE kit. – football boots are not essential but trainers will get muddy!<br/> Football club at lunchtime and also after school team practice and matches which runs all year round</p> |

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| <p><b>PSHCE</b></p> | <p><b>Theme: Relationships &amp; Identity</b></p> <p>Lesson 1: Whole school initiative – Careers Focus fortnight, topics TBC</p> <p>Lesson 2: Whole school initiative – Careers Focus fortnight topics TBC</p> <p>Lesson 3: Consent and what this means in relationships</p> <p>Lesson 4: What does a healthy relationship look like? How to communicate effectively</p> <p>Lesson 5: What is racism &amp; how can we make changes?</p> <p>Lesson 6: Revision techniques: preparing for year 8 exams</p> | <p>Assessment takes the form of baseline assessments at the start and end of themes 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</p> <p>Resources shared on Google Classroom</p> <p>Further support/ information/websites is signposted for particular topics in the lesson ppt</p> <p>Newsround is useful to keep up to date on what is happening in the world.</p> <p>Swakeleys school LRC.</p> |
| <p><b>RE</b></p>    | <p>Students will begin the unit: ‘Islam’</p> <ul style="list-style-type: none"> <li>• What is Islam?</li> <li>• Allah</li> <li>• Muhammad</li> <li>• Qur’an</li> <li>• The five pillars</li> </ul>   | <p>Ongoing in-class assessment</p> <p>End of unit assessment:<br/>The assessment is a 30 minute long written test on Islam.<br/>The test aims to assess knowledge, understanding and evaluation skills.</p>  | <p>Lesson resources will be available on Google Classroom for consolidation and revision.</p> <p><a href="https://www.bbc.co.uk/bitesize/articles/znhicqt">https://www.bbc.co.uk/bitesize/articles/znhicqt</a></p>   |



