



Swakeleys School for Girls

Year 8 Curriculum Guide by half term:
Autumn 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, starting with Autumn 1. 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: Autumn 1

Subject	Topics covered	Format of assessment	Resources, useful websites & extra-curricular opportunities
Core subjects			
Maths	<p>Number Recap Fractions Simplifying, equivalent, ordering, addition, subtraction, multiplication and Division. Mixed numbers and fraction of an amount</p> <p>Percentages Percentages of an amount, converting between fractions, decimals and percentages, Percentage increase and decrease with and without a calculator, percentage change and use of multiplier to find percentage amounts, increase or decrease.</p> <p>Basic Algebra Expanding single brackets, expand a set of single brackets and simplify, expanding double brackets, substitution – positive and negative terms, factorise simple expression, factorise double brackets – quadratic expressions.</p>	Ongoing in class assessment, including regular skills checks.	Use the Independent Learning tab on Sparx Maths to work on specific topics.

	<p>Ratio Simplify, comparing, sharing a ratio and scales</p> <p>Proportion factors & multiples direct and inverse proportion problems</p> <p>Transformations 1 Identifying lines of symmetry, Rotational symmetry and describing rotations</p>		
English	<p>People and Places Poetry – an anthology of modern and diverse poetry from different cultures. Comparison and analysis of poems with links to social, historical, cultural and/or political context. NB: The timing of this unit may change according to staffing.</p> <p>This links to Literature Paper 2 Section B of the GCSE exam.</p>	<p>One open-book comparative question that asks students to compare how an idea or theme is presented in one named poem and a poem of their choice. Students must analyse both poems and link to the context. 1-2 comparative points. 50mins.</p>	<p>Lessons can be reviewed on Google Classroom.</p> <p>Notes in exercise books.</p> <p>People and Places poetry anthology.</p> <p><u>BBC Bitesize:</u> https://www.bbc.co.uk/bitesize/topics/zgsvbqt</p>
Science	<ul style="list-style-type: none"> Health and lifestyle (nutrients, food tests, unhealthy diet, digestive system, bacteria and enzymes in digestion, drugs, alcohol, smoking) The periodic table (metals and non-metals, groups and periods, group 1, group 7 and group 0) 	<p>Ongoing in class assessment, including regular skills checks.</p> <p>End of chapter test for health and lifestyle and the periodic table 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-1vSgypnYNjllFamt7F-5vRMaXRJmLG7aXPmeIKjcs5fJUA0Tk5L7e2TJUsUVmwJ1LTpkObI264TZZ0kW/pubhtml</p> <p>Seneca Learning</p> <p>Activate 2 workbook</p> <p>Science club</p>

<p>Art</p>	<p>Natural form – Painting and design project. The aims of this project is to help pupils understanding how various artists and designers have recorded natural form, or have been influenced by structures that make natural form. Pupils will firstly increase their proficiency in drawing and explore natural form using a range of different media including. They will explore the work of Georgia O'Keefe and understand why and how she created large close up images of natural form. They will also look at the work of African American artist Bisa Butler (contemporary) and how she was influenced by natural form for her fabric work. Pupils will gain knowledge about how artists/designers and craftspeople have used natural form to create their own individual outcomes. They will also explore fashion design and how catwalk designs have hugely been influenced by natural form in many different ways. This will also enable pupils to interpret the world around them, and get them thinking creatively about their own work and how to develop their own designs.</p>	<p>Mid- term and full term assessment are recorded on an assessment sheet. Tracker for the year is also updated each term. Tick and flick in sketchbook and stamps to reward homework. Peer and self-assessment coloured sheets also used.</p> <p>Knowledge – to know about great artists, to evaluate and analyse creative works using the language of art and design.</p> <p>Skills – to creatively explore ideas and record experiences. To become proficient in basic drawing skills using a range of dry media.</p> <p>Understanding – to understand the historical and cultural developments of different artists, craft workers and designers art forms, use these ideas when creating your own work.</p>	<p>Key stage 3 art club will be available for pupils at certain lunch times.</p> <p>Resources shared on google classroom.</p> <p>Art competitions.</p> <p>Cross curricular opportunities, i.e. prop making for the school production, maths and science cross curricular work.</p> <p>Work displayed around the school.</p>
<p>Computer Studies</p>	<p>Art Test – Wk1 and Wk2(half an hour only)</p> <p>Python programming</p> <ul style="list-style-type: none"> • Able to open python software, create a file, run the program and save the file in own folder. • Distinguish between shell and new window • Understand the purpose of print and input • Know the keys terms can never be used a variable • Create variable name and know the rules of variables • Know the difference between int, float, string • Able to use Maths comparison notation in programming 	<p>No preparation is required for the baseline test.</p> <p>Open and close questions Programming with python Error identification and error correction Practical Open and Close questions Show component to students and ask to name them.</p> <p>Worksheet</p>	<p>Powerpoint presentation Python online software GC- Python Editor</p>

<p>Dance</p>	<p><u>The Charleston</u> Focus on learning about the origin and history of The Charleston. Students will develop skills such as footwork, coordination, gestures, action content, timing content, and performance skills including; Expression, projection, extension and flexibility.</p>	<p>Assessment is via practical assessment and verbal Q&A. 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. Dance club at lunchtime. Check out the Performing Arts Extra-Curricular programme. We'd love to see you there!</p> <p>Auditions for school production.</p>
<p>Design Technology</p>	<p><u>Introduction to timber: Jewellery box</u> In this project, students will manufacture a jewellery box from timber. They will consider the properties of materials and how materials are selected for an application.</p> <p>They will use provided orthographic drawings to manufacture the boxes, using a variety of workshop tools and equipment. To support this, they will learn about where wood comes from, different types of wood and manufactured board, stock forms, joint types, marking out, processes used to make products from timber and methods of joining and finishing timber products.</p>	<p>Formative 1: Response to questions during knowledge section. Observation during making activities. Assessment of written content: verbal & written feedback, notes produced in student folios.</p> <p>Plenary quizzes</p> <p>Formative 2: End of unit assessment of completed product (making assessment).</p>	<p>Cross-curricular links include mathematics, engineering, problem solving.</p> <p>https://www.technologystudent.com/pdf14/poster_woods2.pdf</p> <p>https://www.technologystudent.com/pdf15/stock_forms1.pdf</p> <p>https://www.technologystudent.com/joints/fingjt1.htm</p> <p>https://www.technologystudent.com/joints/fingjt2.htm</p> <p>https://www.technologystudent.com/joints/flsh/fingercom1.html</p>
<p>Drama</p>	<p><u>Stage Fighting</u> Develop knowledge and understanding of a range of strategies for stage fighting. Students will learn how to use these techniques safely and effectively, the 'knap' sounds, use of space, facial expressions and eye contact.</p> <p>Career links with stunt artists</p>	<p>Ongoing self/peer assessment. Students will plan and devise scenes using all stage fighting techniques.</p>	<p>Check out the Performing Arts Extra-Curricular programme. We'd love to see you there!</p> <p>Auditions for school production.</p>

<p>French</p>	<p><u>Module 1 : Vive les vacances (Happy holidays)</u></p> <p>Point de départ: (Talking about school holidays) Unit1: Qu'est-ce que tu as visité? (saying what you visited and what it was like, using the verb 'to visit' in the perfect tense) Unit 2: Qu'est-ce que tu as fait pendant les vacances? (Saying what you did during the holidays using the perfect tense of regular-er verbs) Unit 3 Qu'est-ce que tu as fait?(saying what you did using the perfect tense of irregular verbs and using the negative in the perfect tense) Unit 4: Tu es allé où? (talking about a special holiday, using the verb 'to go' in the perfect tense)</p> <p>Using 3 tenses in each module</p>	<p>Regular vocabulary test on key words taught in the module Mid-Module 1: Grammar, Translation End of Module 1: Writing, Dictation</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 Languagenut website is also an excellent resource.</p>
<p>Geography</p>	<p>Superpowers</p> <ul style="list-style-type: none"> - What is a superpower - How have superpowers changed over time - The British Empire - The USA as a superpower - The BRICS Nations - The Rise of China - The MINT Nations - Conflicts between superpowers 	<p>An in class formal assessment made up of an extended writing piece. Pupils choose one question to answer out of three. They are given the first half of the lesson to prepare and the second half to complete.</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://mygeographybsb.weebly.com/superpowers.html</p>
<p>German</p>	<p><u>Kapitel 1 Ich liebe Ferien! (Module 1 I love holidays!)</u></p> <p>Unit 1: Innsbruck – früher und heute (comparing then and now) Unit 2: Was hast du in den Ferien gemacht? (talking about what did you did on holiday) Unit 3: Wie bist du gefahren? (talking about how you travelled) Unit 4: Wie ist das Wetter? (talking about the weather) Unit 5: Speaking Skills: Ein Interview (talking about holidays; asking and answering questions) Unit 6 Extension: Katastrophe! (talking about problems on holiday)</p> <p>Using 3 tenses in each module</p>	<p>Regular vocabulary test on key words taught in the module Mid-Module 1: Grammar, Translation End of Module 1: Writing, Dictation</p>	<p>Student notes in exercise book Resources shared on Google Classroom Stimmt 2 Textbook (in class) Stimmt 2 Workbook (in class) Revision work: (Teacher led in class) The Languagenut website is also an excellent resource.</p>

<p>History</p>	<p>Enquiry question: What was the impact of the triangular trade?</p> <p>The unit will begin with a study on where slavery has been used in different civilisations in history, what the triangular trade was, what the middle passage was like, life for the enslaved on the plantations, how they resisted their experience, how the enslavement of people was abolished, life after slavery, the work of the civil rights campaign and ending with questioning the impact of the triangular trade.</p>	<p>Formal assessment on the middle passage</p> <p>On-going peer and self-assessment in lesson</p>	<p>The transatlantic slave trade - KS3 History - BBC Bitesize</p> <p>The transatlantic slave trade overview - The transatlantic slave trade - KS3 History - homework help for year 7, 8 and 9. - BBC Bitesize</p> <p>Pupil exercise book and the resources on google classroom.</p>
<p>Music</p>	<p>Notation Skills</p> <p>Students will learn recap rhythmic values and how to read the treble clef.</p> <p>Students will recognise notation symbols.</p> <p>Students will recap music keywords and apply to the composition process.</p> <p>Students will revisit how to compose a successful melody within a structure.</p> <p>Students will listen and appraise different extracts of music with reference to the keywords.</p>	<p>On-going self/peer assessment in class.</p> <p>Assessment will be via a notated composition to a holiday advert brief.</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>Auditions for school production.</p> <p>Sign up for instrumental lessons from the Hillingdon Music Hub - https://ukhillington.speedadmin.dk/registration#/ /</p>

PE	<p>Badminton: Students will continue to develop basic coordination and skills required for this sport. They will build on key skills learnt in year 7, developing the key shots such as the serve and the clear (overarm and underarm). They will also develop the smash shot and look at disguising shots. Students should be able to score and umpire singles and doubles matches using a few key rules (eg court area/out, serve rules).</p> <p>Health Related Fitness, fitness testing: Students will continue to learn how to exercise safely and efficiently. Discussion of the importance and practice of functional exercises. They will learn and experience a range of fitness testing procedures to measure a range of fitness components such as endurance, speed, agility, co-ordination etc.</p> <p>Cross Country: Students will practice running cross country on the field. This will allow students to demonstrate their cardiovascular efficiency and show potential for the Cross Country School Team.</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:</p> <p>-Knowledge; rules, techniques, officiating & basic anatomy and physiology in sport</p> <p>-Skill; technique, outwitting opponents & performing at maximum</p> <p>-Understanding; tactics, decision making, analysis of performance & application of knowledge on performance levels.</p>	<p>Weekly badminton club at lunchtime from Sep – April.</p> <p>Cross Country Competition in November time</p>
PSHCE	<p>Theme: Health & Wellbeing</p> <p>Lesson 1: Growth Mindset</p> <p>Lesson 2: Social media & self-esteem</p> <p>Lesson 3: Body Image</p> <p>Lesson 4: Learning to relax</p> <p>Lesson 5: Mental health & wellbeing – promoting emotional wellbeing</p> <p>Lesson 6: Celebrating black history month</p> <p>Lesson 7: Mental health & wellbeing – attitudes to mental health</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>
RE	<p>Students begin the unit: ‘Buddhism’</p> <ul style="list-style-type: none"> • What is Buddhism? • The life of Siddhartha Gautama? • The Four Sightings • The Eightfold Path • The Five Precepts • Karma • The Three Jewels • Buddhist Shrines • Nirvana 	<p>Ongoing in-class assessment.</p> <p>End of unit assessment: The assessment is a 30 minute long written test on Buddhism. 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>https://www.bbc.co.uk/bitesize/topics/zs86n39/articles/zmcsmfr</p>

