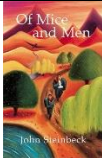


English

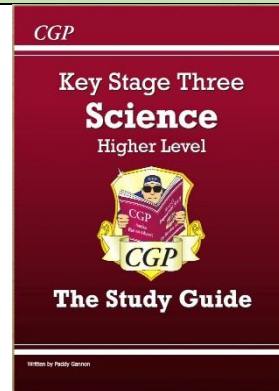
YEAR: 8

What will students be learning?			Resources and activities
Term 4	Topic:	Of Mice and Men by John Steinbeck	 <p>students could buy their own copy of the text for making annotations and revision</p> <p>http://www.bbc.co.uk/education/topics/zp4h4dmn</p> <p>http://www.icknield.beds.sch.uk/documents/study/english/miceandmen/ofmiceandmenrevisionguide.pdf</p> <p>http://www.sparknotes.com/lit/micemen/</p>
	We will be learning about:	American Depression, perspectives on gender, philosophy on futility. Violence, the American dream, innocence, Friendship, Social Dominance, Freedom. Narrative structure and fate. Structure, dramatic devices, effect on the reader, plot development and detailed character profiles incl. relationship mapping, essay sample, exam techniques.	
	Skills we will be developing:	AO1=clear precise quotes AO2=analyse language and structure (incl. subject terminology) +effect on reader AO3= relationship between text and context	
Term 5	Topic:	Much Ado about Nothing by William Shakespeare	<p>http://www.bbc.co.uk/schools/gcsebitesize/english/literature/dramamuchado/</p> <p>http://www.sparknotes.com/shakespeare/muchado/</p> <p>https://www.rsc.org.uk/much-ado-about-nothing/about-the-play</p> <p>You could also go and watch a version of the play by booking tickets here: https://www.rsc.org.uk/much-ado-about-nothing/about-the-play</p>
	We will be learning about:	Elizabethan context, themes. Narrative structure and comedic devices. Dramatic devices such as dramatic irony, effect on the audience, plot development and detailed character profiles incl. relationship mapping, essay sample, exam techniques.	
	Skills we will be developing:	AO1=clear precise quotes AO2=analyse Shakespearean language and the intended effect on Elizabethan and modern audiences AO3= relationship between text and context	
Term 6	Topic:	Fiction: recreating fairy tales (S&L focus)	<p>http://www.storynory.com/archives/fairy-tales/</p> <p>https://www.theguardian.com/film/2017/feb/09/emma-watson-feminist-fairy-tale-beauty-and-the-beast-disney</p> <p>https://www.cs.cmu.edu/~spok/grimtmp/</p> <p>http://www.literacyshed.com/the-fairy-tale-shed.html</p>
	We will be learning about:	Focus on understanding the fairy tale genre and becoming confident in recognizing patterns in fiction: recreating fairy tales, subverting the fairy tale genre. Pupils introduced to a range of classic fairy tales and some re-written versions (see Angela Carter/ Phillip Pulman).	
	Skills we will be developing:	Students are able to 'perform' a traditional tale thinking about the 'oral' element of telling stories (tone, pace, facial expressions, vocabulary, language patterns and repetitions to build tension, etc.)	
Assessments			
Term 4	Term 5	Term 6	
Students will be asked to write 2 essays one on character/ relationships and one on theme with different levels of support (e.g. teacher modelling, clear structure, class planning)	Students will be assessed on their ability to write 2 responses one of characterisation and one on the theme of love and comedic elements with different levels of support (e.g. marked model answers from AQA or past students)	Students will sit an oral assessment where they will be recorded 'telling' part of their story. We will then use class public critique approach for feedback and improvements. As part of their final assessment, students tell their story to a younger year group (real audience).	

Science

YEAR: 8

What will students be learning?		Resources and activities
Term 4	Topics:	<ul style="list-style-type: none"> Electricity & Magnetism Chemical Reactions
	We will be learning about:	<p>Electricity & Magnetism: electrical circuits, measuring current & potential difference, series & parallel circuits, static electricity, magnets, electromagnets.</p> <p>Chemical Reactions: atoms, elements & compounds, chemical reactions, equations.</p>
	Homework	<ul style="list-style-type: none"> Electricity & Magnetism booklet Chemical Reactions booklet
Term 5	Topic:	<ul style="list-style-type: none"> Metals & other materials The Earth & The Atmosphere
	We will be learning about:	<p>Metals & other materials: properties of metals & non-metals, properties of other materials, reactivity series and metal extraction, reaction of metals with acids</p> <p>The Earth & atmosphere: the Earth's structure, rock types, the rock cycle, recycling, the carbon cycle, the atmosphere & climate</p>
	Homework	<ul style="list-style-type: none"> Metals & other materials booklet The Earth & The Atmosphere booklet
Term 6	Topic:	Waves
	We will be learning about:	Water waves, light waves, reflection, refraction, lenses & cameras, light & colour, absorption & reflection of colour, sound, hearing, energy & waves.
	Homework	<ul style="list-style-type: none"> Waves booklet
Skills We will be learning:		<ul style="list-style-type: none"> To develop scientific attitudes Experiments skills & procedures How to plan & carrying out investigations How to analyse & evaluate data Measurement



Using their home study guide students can be supported to complete the homework booklets on each topic.

Electricity & magnetism

[BBC: Electricity](#)

[BBC: Electromagnetism & magnetism](#)

Chemical reactions

[BBC: Chemical reactions & tests](#)

[BBC: Atoms, elements & the periodic table](#)

Metals & other materials

[BBC: Materials](#)

The Earth & The Atmosphere

[BBC: Earth & the environment](#)

Waves

[BBC: Waves](#)

Assessments

Term 4	Term 5	Term 6
<ul style="list-style-type: none"> Electricity & magnetism Chemical reactions 	<ul style="list-style-type: none"> Metals & other materials The Earth & The Atmosphere 	<ul style="list-style-type: none"> Waves

MATHEMATICS

YEAR: 8

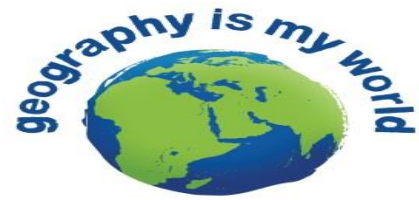


What will students be learning?			Resources and activities
Term 4	Topic:	Algebraic Tinkering	<p>The Mathematics department offers lunch times drop in sessions for students who wish to further their understanding and knowledge of particular topics.</p> <p>We also run the UK Maths challenge.</p> <p>Legoland – Lego Robotics Workshop. Please refer to Legoland website for details.</p> <p>Bletchley Park – A variety of workshops for students to apply their Number skills.</p> <p>Bank of England museum – variety of talks regarding the application of Mathematics in a financial world.</p> <p>Royal Museums Greenwich – ‘Maths and the Milky Way’</p> <p>The Mathematics Gallery at the Science Museum – ‘An environment that fills you with wonder’ as summed up by the Sunday Times</p>
	We will be learning about:	Use and interpret algebraic notation Understand the vocabulary and convention associated with algebra	
	Skills we will be developing:	Understand the notation of algebra Manipulate and evaluate algebraic statements	
Term 5	Topic:	Proportional Reasoning	
	We will be learning about:	Solve problems involving direct and indirect proportion, including graphical and algebraic representation	
	Skills we will be developing:	Investigate ways of representing proportion Understand and use compound measures	
Term 6	Topic:	Pattern Sniffing	
	We will be learning about:		
	Skills we will be developing:	Generate sequences stated in algebraic forms Construct algebraic formulae for specific sequences	

Assessments		
Term 4	Term 5	Term 6
A collection of new specification GCSE questions based on topic taught since September, comprising mainly of application of skills and knowledge.	A collection of new specification GCSE questions based on topic taught since September, comprising mainly of application of skills and knowledge.	A collection of new specification GCSE questions based on topic taught since September, comprising mainly of application of skills and knowledge.

Geography

YEAR: 8



What will students be learning?			Resources and activities
Term 4	Topic:	Coasts	http://www.bbc.co.uk/schools/gcse/bitesize/geography/coasts/ Possible visits outside of school could include trips to the seaside – the more areas the better
	We will be learning about:	The different processes that affect our coastlines and how they create a variety of features. How coastlines can be defended for future generations to enjoy.	
	Skills we will be developing:	Making links between processes and features. Applying learning and understanding to various situations.	
Term 5	Topic:	Earthquakes	https://earthquake.usgs.gov/earthquakes/map/ http://www.bgs.ac.uk/discoveringGeology/hazards/earthquakes/ Students should also try and keep up to date with news of natural disasters from around the world.
	We will be learning about:	How the Earth is structured and the causes and effects of earthquakes. How earthquakes are prepared for and predicted.	
	Skills we will be developing:	Data analysis, recall techniques: mnemonics, actions, poems.	
Term 6	Topic:	Fieldwork Skills	http://www.bbc.co.uk/schools/gcse/bitesize/geography/geographical_skills/ Students should be encouraged that there is an opportunity to do fieldwork whenever they go outside: pedestrian counts, environmental quality surveys.
	We will be learning about:	The local area and how it has been developed over time. How to conduct fieldwork in a localised setting. The different methods available for fieldwork and how to evaluate those methods.	
	Skills we will be developing:	Designing enquiry questions, decision making skills and evaluation skills.	

Assessments

Term 4	Term 5	Term 6
Students will complete an exam paper similar to term 3 which will contain a combination of questions, from multiple choice, to extended writing. The paper will give students a chance to reflect on their own understanding of the topic and identify any weaknesses and strengths for those who decide to take geography onto GCSE (this is a topic studied at the end of year 9).	Students will complete an exam paper on the causes and effects of earthquakes. This paper will assess their ability to understand and respond to structured questions in an appropriate way. It will also assess students' abilities to make links between classroom learning and the wider world.	Students will be assessed on their fieldwork write up that they will complete in class. This will be based on their own enquiry questions and data collection methods that they have chosen to do. There will also be an evaluation stage to the project where students will need to think about what went well and how they could improve if they were to do the project again.

ESPAÑOL

What will students be learning?			Resources and activities
Term 4	Topic:	Food	Linguascope (please ask Mrs Falomir for the Username and password). MIRA 2 textbook and workbook. http://www.bbc.co.uk/education/subjects/zfckjxs
	We will be learning about:	Students will learn different vocabulary about food, using numbers and decimals for prices, how to ask for food at a restaurant and how to buy food in shops.	
	Skills we will be developing:	Speaking (role play) and listening and reading.	
Term 5	Topic:	Barcelona	Linguascope (please ask Mrs Falomir for the Username and password). MIRA 2 textbook and workbook. http://www.bbc.co.uk/education/subjects/zfckjxs
	We will be learning about:	Students will learn about the city, vocabulary related to shopping, how to ask for directions and how to describe a holiday in Barcelona.	
	Skills we will be developing:	Speaking (role play) and creative writing.	
Term 6	Topic:	Going out	Linguascope (please ask Mrs Falomir for the Username and password). MIRA 2 textbook and workbook. http://www.bbc.co.uk/education/subjects/zfckjxs
	We will be learning about:	Students will learn to describe what they do in their town/city, places there, describing a day out, how to invite someone out, and making excuses.	
	Skills we will be developing:	Speaking (role play), listening and reading.	

Assessments		
Term 4	Term 5	Term 6
Students will be assessed on their listening and reading skills.	Students will have to complete a piece of writing about a visit to Barcelona. They will also have to describe their town/city.	Students will be assessed on writing and listening. They will also be assessed on their speaking skills.

Physical Education

YEAR: 8

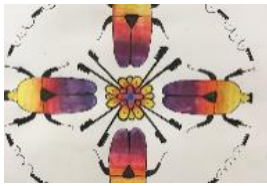


What will students be learning?			Resources and activities
Term 4	Topic:	Frisbee, Gymnastics, Dance	Extra-Curricular activities: Wades Gymnastics: http://www.wadegymnasticsclub.co.uk
	We will be learning about:	In this unit pupils will demonstrate skills and agilities individually and in combination. Pupils will incorporate control, precision and aesthetics into sequences showing creativity. Student will evaluate and assess movements to improve sequences.	
	Skills we will be developing:	Pupils will develop the skills necessary to develop fluent routines. Body tension, control, counter balance and aesthetics will be developed through compositional ideas. Demonstrate high quality performances, techniques and routines. Students should be able to link each of the methods of travel learned during the scheme into individual and partner sequences both on the floor and on low apparatus.	
Term 5	Topic:	Striking and Fielding, Athletics	Bicester Athletics Club: http://www.bicesterathletics.co.uk
	We will be learning about:	In this unit, pupils begin to use their knowledge of athletics events, strategies and techniques to develop and enhance replication and performance. Pupils develop their understanding of fitness and its relationship to performance. In athletic activities, pupils will engage in performing and improving their skills and personal and collective bests in relation to speed, height, distance and accuracy.	
	Skills we will be developing:	Pupils will develop the skills necessary to compete and achieve in a number of athletic events. To gain further experience at jumping events, aiming for height/distance. Throwing events, aiming for distance. Running disciplines, the time taken to cover a set distance.	
Term 6	Topic:	Tennis, Striking and Fielding	Bicester Tennis Club: http://www.bicestertennisclub.co.uk Bicester and North Oxford Cricket Club: http://www.bnocc.com/default.aspx
	We will be learning about:	In this unit pupils will aim to demonstrate a consistent technique. Pupils will focus on accurate replication of skills and refining game strategies with the intention of outwitting their opponents. In net games, it is the players aim to get the ball to land in the target area so that the opponent cannot return it. Pupil should be able to accurately score and officiate tennis games.	
	Skills we will be developing:	Pupils will learn to use basic principles of play when selecting and applying tactics for to produce a successful outcome. Pupils will further develop the skills necessary to outwit opponents. Forehand, backhand, serve, volley, short and deep shots will be developed through games and conditional situations.	

Assessments		
Term 4	Term 5	Term 6
Continuous assessment in a practical situation in skills and the application to game situations	Continuous assessment in a practical situation – In athletics, in all events, demonstration of accurate technique and related performances will be assessed.	Continuous assessment in a practical situation. Demonstrating high quality performances and accurate replication will be assessed.

Art and Design

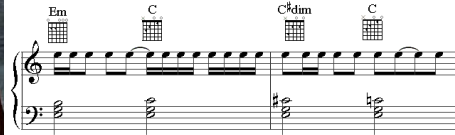
YEAR: 8



What will students be learning?			Resources and activities
Term 4	Topic:	Picasso Portraits	http://www.visualistan.com/2013/12/colors-around-world-by-culture-infographic.html http://www.tate.org.uk/learn/online-resources/glossary/f/fauvism
	We will be learning about:	Colour symbolism in other cultures and the use of colour in Fauvist art.	
	Skills we will be developing:	Acrylic paint techniques of hard edge; colour blending; and scumbling (dry brushing). Students will also develop their understanding of colour theory.	
Term 5	Topic:	Under the microscope	http://jacobhashimoto.com Art Forms from the Ocean by Ernst Haeckel https://www.youtube.com/watch?v=KWd8ZLKxIY0
	We will be learning about:	Using primary and secondary sources as inspiration for our design work. Developing ideas through the research of artists.	
	Skills we will be developing:	Drawing and design skills. Relief printing using Styrofoam.	
Term 6	Topic:	Under the microscope	http://monaleisa.com/2d-gallery/ http://laurakatherinemcmillan.weebly.com
	We will be learning about:	The processes involved in working with clay. The tools and techniques used in hand built ceramics. Specific vocabulary associated with ceramics.	
	Skills we will be developing:	Moulding and shaping clay and decorative techniques before bisque firing and the application of glazes. Weaving techniques and the use of a 'loom'.	

Assessments		
Term 4	Term 5	Term 6
Presentation and research skills in a study page on Colour symbolism. Quality of painting and the techniques used in their final portrait.	Observation drawings of natural forms using tone and mark making. Quality of design and printing for relief printing of 'cell'.	Final ceramic/textile artwork inspired by cells.

MUSIC YR 8



TERM 4	TERM 5	TERM 6
<p>What will students learn/what skills will they develop?</p> <p>This term is the second half of a Soundtracks scheme which aims to give students the experience of being “film soundtrack composers” and explores the challenges and musical devices used in film soundtrack composition. This term we look at, ‘Western’ Soundtracks and “Horror Movie” Soundtracks. They will learn to perform a theme from a ‘Western’ and will explore how film music composers use instruments “associated” with ‘The Wild West’ to create a sense of Time and Place. They will explore soundtracks to “Horror Movies”, learning about Concords and Discords and how composers of “Horror Movies” use Discords, instrumentation and extremes of Pitch to create their own “Horror Movie” soundtrack using a Storyboard to help them with their planning.</p>	<p>What will students learn/what skills will they develop?</p> <p>This scheme explores songs and music from the stage, beginning with an exploration into “What makes up a musical?” Students explore the history and developments of elements of a musical, from their origins in opera, through to the difference types sung through, juke box, rock opera before exploring the impact of an “opening number” , and other key songs. They will create their own storyline and choose songs for their own Juke Box musical. This scheme will be closely linked to their work in Drama this term.</p>	<p>What will students learn/what skills will they develop?</p> <p>In this scheme, students explore the genre of popular song, learning how different artists and groups have created different musical arrangements of the same song. They will learn about different musical devices used in popular songs and will focus on the four chord song. They will explore hooks and riffs and learn about their function within popular songs. Students will then compose a song.</p>
<p>ASSESSMENT YR 8 MUSIC They will be assessed through performances of pieces and compositions.</p> <p>There will be a written evaluation after term 4</p>	<p>EXTRA CURRICULAR ACTIVITIES/FAMILY TRIPS Visits to live concerts/musicals Researching composers of films and watch appropriate Westerns paying attention to the scene and accompanying music. Listen to 4 chord pop songs.</p>	<p>TEXTS AND WEBSITES TO SUPPORT LEARNING</p> <p>YouTube interviews and performances of pieces</p>

