



YEAR 8: SPRING

Welcome to our Spring term Curriculum Letter. There are plenty of [extra-curricular](#) activities for students to get involved in this half term and many departments will be running exciting activities.

More general information about the curriculum can be found [here](#).

Students will be taking part in the Challenge Day on 30th January. This is a team building and problem solving day.

The departments that teach your child have contributed below to let you know what students will be studying this term.

ART

Pupils in Y8 may still be in the process of producing a final piece that utilises Linear Perspective in a considered and insightful way from last term. After this, pupils will begin a project on Gargoyles and Grotesques. This will be done initially by a sketchbook submission of research, historical background information and some visual investigations. This will further embed the importance of a considered and well-presented sketchbook. Refined ideas then become the basis of a 3D piece to be made out of clay and decorated as per the teacher's instructions.

CAREERS

As part of their PSHE lessons where they will learn about Professional Skills and Careers Development.

COMPUTER SCIENCE

Students will continue to explore themes around networking and communications, moving into a series of lessons that focus on cyber security. Students will then produce a Mi to showcase their understanding of this topic.

DRAMA

Melodrama - Devising from historical event stimuli.

ENGLISH

Year 8 will finish reading *The Bone Sparrow*, considering how tension is built towards the end of the novel and the climactic and emotional ending. Pupils will then return to travel writing, exploring how journalists use language within their articles to explore perspectives and experiences of travel destinations that may differ from the idealised expectation.

FOOD & NUTRITION

Macro-nutrients and micronutrients: Recap and more in-depth look at fat, carbohydrates and proteins. Vitamins.

Sweet and savoury dishes.

GEOGRAPHY

Our Unequal World - Why is there inequality and how can we close the gap?
Amazing Asia - Exploring the diversity of Asias human and physical geography.
China - A spotlight on an Asian superpower.

HISTORY

Students will be moving on from their work on the Stuarts and Hanoverians to the Victorian period this term covering topics such as the Industrial Revolution, Slavery and Empire.

MATHEMATICS

Working with mixed numbers, recurring decimals to fractions, using percentages, repeated percentage change.

Proportion, direct and inverse and proportional reasoning.

MFL: FRENCH

Mes passe-temps et le week-end dernier:

Describing your hobbies.

Learning how to use the past tense.

Describing a weekend in the past.

Giving your opinion in the past tense.

MFL: GERMAN

Trends:

What music, TV, films young people enjoy nowadays.

What clothes young people wear vs what people used to wear.

Comparing trends today with when they/ their parents were younger.

Where people go in their free time nowadays.

Comparing where people go nowadays with when they/their parents were younger.

MFL: SPANISH

¿Quieres salir?

Telling the time.

Revising places and days of the week.

Using questions to arrange going out with friends.

Accepting and declining invitations.

Using the preterite (past) tense to describe an outing with friends in the past.

MUSIC

Theme & Variations - Music tech project including composing on Logic Pro X.

PHYSICAL EDUCATION

Students in year 8 rotate sporting activities every three weeks, giving them six lessons per activity, plus some additional sports due to a longer term this year. Each year 8 class will have taken part in four of the following activities, , from which they haven't already completed in the Autumn Term:

Football - This term, Year 8 students are building on their prior knowledge by developing greater tactical awareness and technical precision in football. Lessons will focus on improving decision-making in possession, creating attacking opportunities, and maintaining defensive organisation in small-sided games. Students will refine their passing, dribbling, and finishing skills while demonstrating teamwork, leadership, and respect throughout competitive match play.

Gymnastics - students will build on their knowledge of the components of a floor routine and be able to explain the difference between execution and difficulty scoring systems. They will explore how to link skills together and develop their acrobatic gymnastics skills through partner and group balances. Year 8 students will revisit springboard technique and develop their vaulting difficulty.

Netball - focus on developing team attacking and defending strategies and techniques using a set of core skills. Students will experience a range of skill variations with intent to outwit the opposition. Students will develop a sound knowledge of positions and rules surrounding footwork and contact. Students will begin to analyse performances and adapt elements to improve.

Rugby - students enhance their basic rugby handling skills by exploring different attacking moves and passing into space. They will develop their defensive teamwork, looking into different styles of defence and how to exit from their red zone. Year 8 will learn various kicking techniques and begin to try them in conditioned games.

Badminton - students will revisit their shots learned in year 7 with lots of opportunity for deliberate practice to enhance their coordination. They will develop their reaction time and agility to help them navigate the court more efficiently and consider shot placement and power.

Volleyball - students will learn the main volleyball shots, beginning with lots of isolated practice of: the dig, set, serves, spike and block. They will apply the key rules of volleyball including number of touches, court lines, net rules and team rotation and begun to apply their learned skills to conditioned games.

Dance - students will develop the skill of music visualisation, using dynamic skills to portray a character. Students will work on motif development and abstract working gestures alone and with others and will create using both symbolic and representational movements. They will create material that integrates dance and drama, using The Car Man by Matthew Bourne as the stimulus.

PSHE

Students will start looking at different aspects of relationships, including those with themselves in mental health & positivity; with friends in healthy friendships and managing conflict/peer pressure. They will also look at how their use of social media can influence their behaviour in digital resilience.

RELIGION PHILOSOPHY & ETHICS

Should Buddhists Be Organ Donors?

This unit introduces students to key aspects of Buddhism by exploring the relationship between the Buddha's life and teachings and the contemporary issue of organ donation. Students will examine how religious traditions respond to modern ethical dilemmas and consider how Buddhist teachings may be interpreted differently to both support and challenge organ donation.

Is There Any Convincing Argument for God's Existence?

Students will critically evaluate classical arguments for the existence of God, including the Cosmological Argument, the Teleological Argument, and arguments from religious experience. They will also reflect on whether the diversity of world religions strengthens or undermines belief in God. Finally, students will undertake independent research into a minor religion or worldview of their choice.

SCIENCE

Biology:

Students will study: Diet and Digestion, Respiration and Photosynthesis, Plants, and Variation and Inheritance.

Chemistry:

Reactions and energy: atoms in chemical reactions; combustion; thermal decomposition; conservation of mass; exothermic and endothermic reactions and energy level diagrams.

Physics: P6 Electric circuits and P7 Light.

TEXTILES

Students are working as designers to explore the design brief, understand their target market and complete product analysis to guide them to choose fabrics and techniques for a fabric sleep mask, influenced by traditional Indian printing.

