

Phase 2 Curriculum Overview - Year 8

Please find below details of what your child will be learning in this phase along with how you can support them and check their understanding. In their student planner you can find knowledge organisers for all of these topics which you can use to quiz your child on what they have learnt as well as support them to complete their 'Look, Say, Cover, Write, Check' home learning.

Subject	What your child will be learning	How you can support them and check their understanding
English	<p>Gothic Writing: Reading and evaluating gothic writing across time Developing grammar competency in your own writing. Understanding exposition, inciting incident, rising action as essential in evoking a gothic atmosphere</p>	<p>LCWC spellings and vocabulary in the planner. Supporting with Accelerated Reader engagement.</p>
Mathematics	<ul style="list-style-type: none"> ● Ratio review ● Real life graphs ● Direct and Inverse proportion ● Univariate data ● Bivariate data 	<p>https://www.mathsgenie.co.uk/gcse.php https://corbettmaths.com/contents/ Sparx maths - independent learning</p>
Science	<ul style="list-style-type: none"> - Forces 2 - first physics topic of the year - Infection & Response (pathogens, diseases, treatment) - British Science Week 	<p>BBC Bitesize - Science https://www.bbc.co.uk/bitesize/subjects/zng4d2p LCWC homework in planners each week</p>
History	<p>Students will study how the Empire contributed to the war effort.</p> <ul style="list-style-type: none"> ● Students will study whether Imperialism caused WW1 ● How the empire soldiers helped during WW1 ● How the empire soldiers helped during WW2 ● What was life after WW2 like for soldiers who stayed in Britain 	<p>https://www.bbc.co.uk/bitesize/articles/zcsgbqt#z29qjsg https://www.bbc.co.uk/bitesize/articles/z6vff82</p>
Geography	<p>Topic 1: Climate Change. Students will study about both human and natural causes of climate change. They will understand the greenhouse effect. Students will look at the impacts of climate change and ways that these impacts can be reduced.</p> <p>Topic 2: Development. Students will be able to understand the 4</p>	<ul style="list-style-type: none"> ● LCWC using KO in planner. ● BBC Bitesize https://www.bbc.co.uk/bitesize/levels/z4kw2hv ● Use Seneca for independent learning https://senecalearning.com/en-GB/

	<p>different employment sectors and how quality of life varies across an LIC, NEE and HIC. Students will discuss the causes of the developments gap and ways it can be reduced.</p>	
Modern Foreign Languages	<ul style="list-style-type: none"> • 	
PSHE	<p>Respectful interactions Students will be trying to understand how we understand and respond to social issues. They will be covering:</p> <ul style="list-style-type: none"> • Empathy and stereotyping • Banter and humour • Humiliation • Hierarchies and behaviour types • Anger and self-regulation • Emotional expression • Competition • Lifestyle choices 	<p>BBC Teach has great resources to help support conversations with young people: Mental health: https://www.bbc.co.uk/teach/class-clips-video/articles/z7jyd6f Body image: https://www.bbc.co.uk/teach/class-clips-video/articles/zfbkhhbk</p>
Art	<p>Theme: Portraiture/Identity</p> <ul style="list-style-type: none"> → Formal element exploration: Line, tone, texture, colour, shape, pattern, texture and form. → Rules of portraiture and technical drawing → Collage, photography and printing → Observational drawing and painting. → Exploring and analysing a range of artists. 	<p>https://www.bbc.co.uk/bitesize/examspecs/zkpjxg8</p>
Design and Technology	<p>Food: Food and person hygiene skills Dishes from around the world Food provenance and choices</p> <p>Product design: Developing knowledge of materials. Developing equipment and health and safety skills in the workshop. Developing knowledge of wood joints Designing and prototypes Accuracy of measuring and development of practical skills such as sawing and sanding</p>	
IT	<ul style="list-style-type: none"> • Graphic Design: Plan & Design A Logo Using Photopea • Designing A Database • Creating A Database • Computer Systems - Hardware: Let's look inside a computer <ul style="list-style-type: none"> ○ Von Neumann Architecture ○ Primary and Secondary 	<p>https://www.bbc.co.uk/bitesize/guides/zv2v4wx/revision/1</p> <p>https://www.bbc.co.uk/bitesize/guides/zswnb9q/revision/1</p> <p>https://www.bbc.co.uk/bitesize/t</p>

	<p>Memory</p> <ul style="list-style-type: none"> ○ Types of Secondary Storage 	<p>opics/zmpsgk7</p>
Drama/Dance	<ul style="list-style-type: none"> ● Benjamin Zephaniah's 'Refugee boy' ● Narrative Dance 	<p>Look/Say/Cover/Write/Check key weekly vocabulary, see knowledge organiser Homework set on keywords.</p>
Music	<ul style="list-style-type: none"> ● Chord chemistry - major, minor, 7th and suspended chords ● Riffs & notation - popular riffs and how to musically notate and play them 	<p>Look/Say/Cover/Write/Check key weekly vocabulary, see knowledge organiser Homework set on keywords.</p>
PE	<p>Boys PE</p> <ul style="list-style-type: none"> ● Football- 6 lessons (continues from phase 1) ● Fitness- 4 lessons (continues from phase 2) ● Handball- 7 lessons (continues in phase 3) ● Gymnastics- 5 lessons <p>Girls PE</p> <ul style="list-style-type: none"> ● Basketball- 3 lessons (continues from phase 1) ● Badminton/Table tennis- 9 lessons ● Handball- 4 lessons ● Football- 8 lessons (continues in phase 3) ● Fitness- 3 lessons (continues in phase 3) 	<p>Key rules/techniques involved in each activity-</p> <p>Football- https://www.bbc.co.uk/bitesize/guides/zxrbcwx/revision/3</p> <p>Badminton- https://www.bbc.co.uk/bitesize/guides/z37j2p3/revision/3</p> <p>Basketball- https://www.bbc.co.uk/bitesize/guides/zgxxnbk/revision/3#:~:text=A%20basketball%20team%20can%20have,two%20hands%20on%20the%20ball.</p> <p>Handball- https://www.bbc.co.uk/bitesize/guides/zp3ybk7/revision/3</p>
Religion & Worldviews	<ul style="list-style-type: none"> ● Ethics 	<p>https://www.bbc.co.uk/bitesize/topics/zkdk382</p> <p>Look/Say/Cover/Write/Check key weekly vocabulary, see knowledge organiser Homework booklet</p>