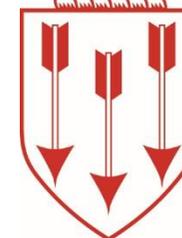
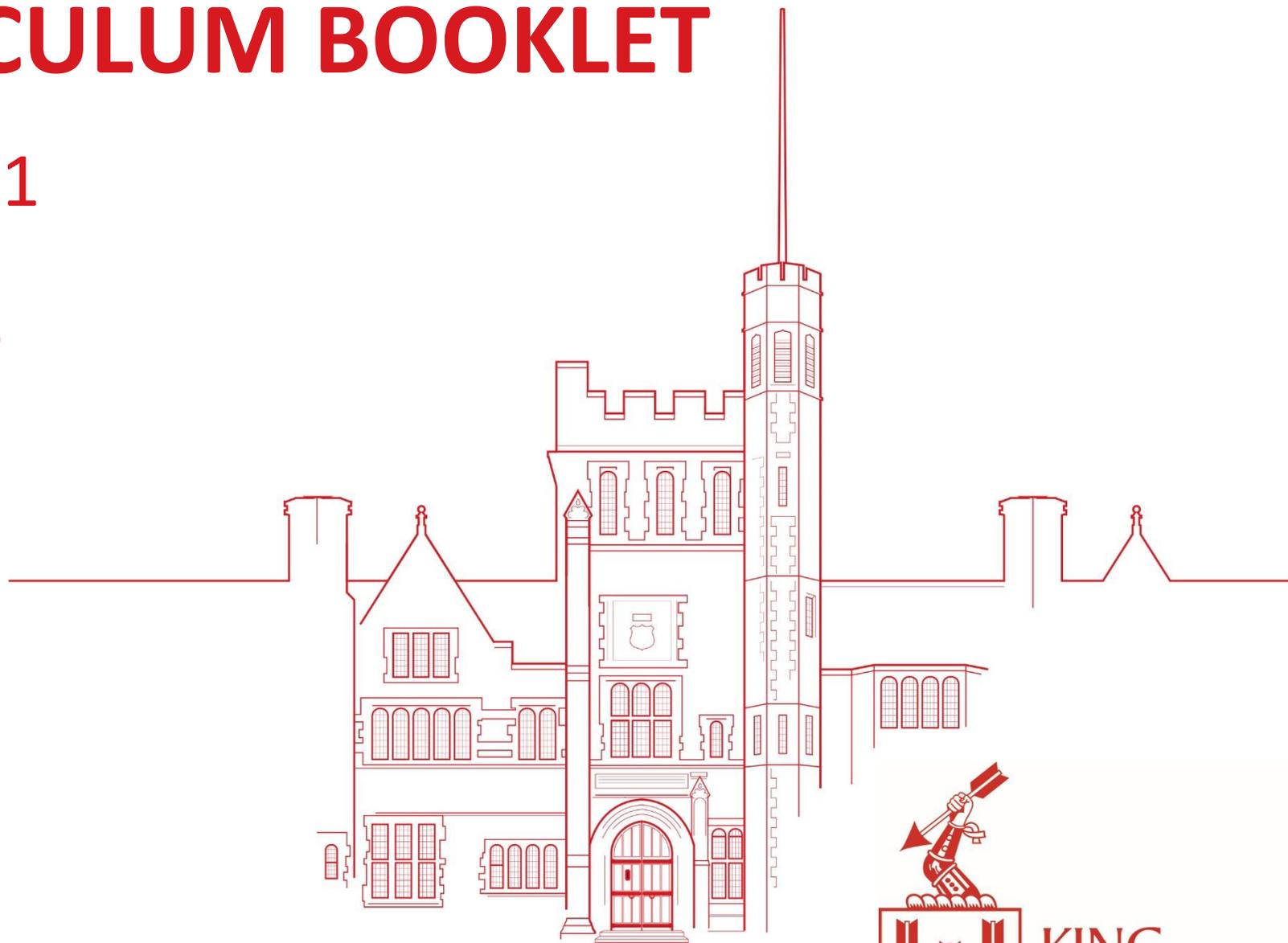


CURRICULUM BOOKLET

2020-2021

YEAR 8



KING
HENRY VIII
SCHOOL

Dear Parent/Guardian

This curriculum booklet has been put together as part of the Home-School partnership. It includes an outline of the Topics / themes studied in each subject throughout the year.

Where possible, this has been arranged into the three terms, although, some subjects do not study the topics in the same order with every group. In addition, some subjects are skills based and it is difficult to define exactly when each skill will be covered. Please be reassured that all groups will ultimately cover the same work leading to a common examination. The examination week will once more take place just before half term in May.

PSHE education at King Henry VIII School is a planned, developmental programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives now and in the future. As part of a whole-school approach, PSHE education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society. PSHE education equips pupils to live healthy, safe, productive, capable, responsible and balanced lives. It encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices and in achieving economic wellbeing. A critical component of PSHE education is providing opportunities for children and young people to reflect on and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future.

The aim of PSHE education is to provide pupils with:

- Accurate, balanced and relevant knowledge;
- Opportunities to turn that knowledge into personal understanding;
- Opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities;
- The skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives;
- Opportunities to develop positive personal attributes such as resilience, self-confidence, self-esteem, and empathy.

The PSHE programme at King Henry VIII School is guided by three core themes:

- Health and Wellbeing;
- Relationships;
- Living in the Wider World.

We hope that you will find the booklet informative and useful.



Mr R Sewell
Deputy Head

October 2020

	Autumn Term	Spring Term	Summer Term
<p>ART & DESIGN</p> <p>In Art, there will be some variations between groups according to the timetabling arrangements for the particular group concerned.</p>	<ul style="list-style-type: none"> • Distortion – Portraiture • ICT Photoshop 	<ul style="list-style-type: none"> • Observational drawing & painting – man made • Objects - the focus will be on composition and viewpoints • Introduction to Photography 	
<p>BIOLOGY</p> <p>Scientific theory</p>	<ul style="list-style-type: none"> • Food and Digestion • Respiration 	<ul style="list-style-type: none"> • Microbes and Disease • Inheritance and Selection 	<ul style="list-style-type: none"> • Fit and Healthy • Ecological Relationships
<p>CHEMISTRY</p>	<ul style="list-style-type: none"> • Atmosphere composition and development • Rusting • Combustion • Fuels • Air pollution • Elements and compounds • Metal and non-metal reactions 	<ul style="list-style-type: none"> • Oxide formation • Introduction to word equations • Common formulae • Measuring rate of reaction • Factors affecting rate of reaction 	<ul style="list-style-type: none"> • Graph plotting and interpretation • Introduction to chemical equations • Further metal reactions • Salt preparation
<p>DESIGN & TECHNOLOGY Throughout the year students will undertake a carousel of subject areas covering a wide range of skills. The modules can be in any order.</p>	<p>Workshop Skills</p> <ul style="list-style-type: none"> • Safety in the workshop • Jewellery and Decorative box • CAD/CAM used to design and manufacture MDF moulds which are then used to cast jewellery from pewter. • Decorative boxes are made from plywood using a range of jointing methods and lined with felt. • Students design work is scanned and engraved onto the boxes. 	<p>Design Skills</p> <ul style="list-style-type: none"> • Further development of designing skills to include advanced sketching and rendering progressing to CAD and photorealistic presentation. • Students will be presented with a design challenge and need to bring their own creativity to match with developing CAD skills to produce some outstanding design work. 	<p>Food Preparation & Nutrition</p> <ul style="list-style-type: none"> • Nutrition – healthy eating guidelines • Weekly practical, based on lowering fat, salt and sugar and increasing dietary fibre. Yeast as biological raising agent • Bread making & Shaping • Pizza design and practical assessment • Testing & Evaluation

	Autumn Term	Spring Term	Summer Term
<p>ENGLISH There will be overlap between Writing and Speaking and Listening activities</p>	<p>Reading</p> <ul style="list-style-type: none"> • Shakespeare: Analytical responses to <i>The Tempest</i> or <i>Richard III</i> • Poetry: Analytical responses to poems of different cultures, conflict poetry, free verse, sonnets and dramatic monologues • Non-Fiction: • Media texts: informative, persuasive and biased writing • Fiction: The study of texts such as <i>Private Peaceful</i>, <i>A Christmas Carol</i>, <i>The Wind Singer</i>, <i>Animal Farm</i> and <i>Witch Child</i> • Drama: The study of plays such as <i>Hope Springs</i> and the playscript of <i>Frankenstein</i> 	<p>Writing</p> <ul style="list-style-type: none"> • Creative writing • Writing poetry • Writing in different media formats • Persuasive writing • Script writing • Spelling, punctuation and grammar: revision of key skills 	<p>Speaking and Listening</p> <ul style="list-style-type: none"> • Paired work / Group work • Individual presentations <p>Drama: Integrated into lesson activities</p>
<p>FRENCH ENCORE TRICOLORE NOUVELLE EDITION 1 and 2 – Topics and grammar</p>	<ul style="list-style-type: none"> • Physical description • Clothes • Places in town, directions <p>Grammar:</p> <ul style="list-style-type: none"> • Irregular adjectives • Prepositions of place • Present tense IR/RE verbs • Negatives • Aller + infinitive • à + le/la/les 	<ul style="list-style-type: none"> • Food + drink • Leisure activities • Holidays in the past <p>Grammar:</p> <ul style="list-style-type: none"> • More irregular verbs • Partitive article • Expressions of quantity • Perfect tense in full 	<ul style="list-style-type: none"> • General revision. • End of Year examinations – listening, reading, writing, speaking <p>Grammar:</p> <ul style="list-style-type: none"> • Revision of Perfect tense • Revision of Present tense. • Forming questions

	Autumn Term	Spring Term	Summer Term
PLEASE NOTE due to COVID-19 games sessions are likely to change throughout 2020-2021 with new regulations and guidance being released regularly.			
GAMES - Boys	<ul style="list-style-type: none"> Rugby and Health Related Fitness 	<ul style="list-style-type: none"> Hockey, Fitness, Swimming 	<ul style="list-style-type: none"> Cricket Tennis/Athletics
GAMES - Girls	<ul style="list-style-type: none"> Hockey/Netball 	<ul style="list-style-type: none"> Netball/Hockey 	<ul style="list-style-type: none"> Athletics Tennis/Rounders
GEOGRAPHY	<p>Why are rivers important?</p> <ul style="list-style-type: none"> What rivers are and how water flows into them. How weathering, erosion and transportation create river landforms. To identify river landforms on OS maps. Why rivers are important to people. <p>What is development?</p> <ul style="list-style-type: none"> To define development To compare development around the world To understand where and why inequality occurs To understand the actions taken by individuals, governments and communities to aid development 	<p>How are populations changing?</p> <ul style="list-style-type: none"> About world population distribution and change. How countries attempt to control population change. About types of migration. To understand urbanisation and how cities evolve. <p>How is Asia being transformed?</p> <ul style="list-style-type: none"> Asia's diverse physical and human geography How Asia is a continent of dynamic change The changing relationship between Asia and the rest of the world 	<p>How do we use our planet as a natural resource?</p> <ul style="list-style-type: none"> The different elements that make up our planet and how they interact. How rocks and soils form and their importance to life. What a biome is and how the rainforest biome works. How people use the Earth's natural resources such as water, oil and energy supplies. The difference between renewable and non-renewable resources.

	Autumn Term	Spring Term	Summer Term
GERMAN Na Klar! 1	<ul style="list-style-type: none"> • Revision of Year 7 basics • Accusative revision • Types of houses • Adjective endings (acc) • Rooms in the house • My bedroom • Prepositions & dative • Places in town • Inversion 	<ul style="list-style-type: none"> • Clothes • Hobbies • Revision of regular Verbs • Irregular verbs • Frequency phrases • Past tense 	<ul style="list-style-type: none"> • Chores – separable verbs • Modal verbs • Future Tense • Orals • Revision <p>After exams:</p> <ul style="list-style-type: none"> • Time Daily Routine • Reflexive verbs
HISTORY	<ul style="list-style-type: none"> • How far did New World Slavery lead to Africans losing their identity? 	<ul style="list-style-type: none"> • Was Britain a melting pot of nations by 1900? 	<ul style="list-style-type: none"> • How close does Britain come to achieving a true Democracy between the Great Reform Act • And the Equal Franchise Act?

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<p>LATIN Building on linguistic skills acquired in Year 7, the Cambridge Latin Course Book 2 introduces new vocabulary and grammar at each stage and, through the Latin stories, illustrates Quintus' visits to Britain, Greece and Egypt and the culture of these places in the 1st Century A.D. The course also uses the CLC textbook and looks at Latin through Greek mythology exploring the world of gods and heroes. Students also get an introduction to ancient Greek in the Spring Term and interested students will be able to study Greek as an extra-curricular lesson.</p>	<ul style="list-style-type: none"> • King Cogidubnus of the Regnenses • Fishbourne Palace in Sussex • Funeral games 	<ul style="list-style-type: none"> • Greek gods and goddesses • Greek mythology • Ancient Greek 	<ul style="list-style-type: none"> • Glassmaking in Alexandria • Egypt
<p>GREEK</p>	<ul style="list-style-type: none"> • A group of students started a two and a half year course preparing for GCSE Classical Greek in January 2018. This will lead to GCSE qualification in summer 2020. The next intake of students will be in January 2020. Students should see Mr Jones if they are interested in doing Greek. 		

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<p>MATHEMATICS</p> <p>There is an emphasis throughout on clear and efficient written communication of Mathematics. Where pupils have encountered topics previously we will develop a more formal approach, focusing, where appropriate, on proof and applications.</p>	<ul style="list-style-type: none"> • Classifying linear graphs • Applications of number • Angle properties • Accuracy • Types of numbers • Simplifying expressions • Constructions • Negative numbers • A more formal approach to fractions • Converting units • 2-Dimensional geometry 	<ul style="list-style-type: none"> • Prime factorisation • Ratio and proportion • Formulae • Area and Volume • Applications of percentages • Symmetry • Equations • Probability • Sequences • Further fractions 	<ul style="list-style-type: none"> • Transformations • Displaying data • Using graphs
<p>MUSIC</p>	<p>Music in Year 8 focuses on more structured group composition and performance tasks than those found in Year 7, using the theoretical understanding gained in the previous year as a springboard. Students learn some basic techniques of harmonic and melodic construction as well as ways to think about structuring music. There are also topics focussed on developing more theoretical knowledge as well as listening to music and learning how to describe it.</p> <p>Topic covered during the year include:</p> <ul style="list-style-type: none"> • The Blues • Programme music • Samba • Film music • Composition • Reggae 		
<p>PLEASE NOTE due to COVID-19 PE sessions are likely to change throughout 2020-2021 with new regulations and guidance being released regularly.</p>			
<p>P.E.</p> <p>Each sport runs in a 6 week block</p>	<ul style="list-style-type: none"> • Gymnastics (Girls only) • Dance (Girls only) • Basketball (Boys only) • Badminton (Boys only) • Swimming • Health Related Fitness 		<ul style="list-style-type: none"> • 5 Star Athletics Scheme

	Autumn Term	Spring Term	Summer Term
<p>PHYSICS</p> <p>The Year 8 Physics course continues to develop practical skills through the following topics. In Physics, due to the amount of equipment needed for practicals, classes may study the topics at different times of the year.</p>	<p>8A Heat</p> <ul style="list-style-type: none"> • Thermal Expansion • Thermal Transfer <p>8B Electricity</p> <ul style="list-style-type: none"> • Simple Circuits • Current, Voltage and Resistance • Series and Parallel Circuits. • Power, voltage and current • Energy power and time <p>8C Electromagnetism</p> <ul style="list-style-type: none"> • Plotting fields • Making and testing electromagnets • Loudspeaker 	<p>8D Waves</p> <ul style="list-style-type: none"> • Wave types <p>8D Light</p> <ul style="list-style-type: none"> • Shadows • Reflection • Refraction <p>8F Sound</p> <ul style="list-style-type: none"> • Transmission • Amplitude and oscilloscopes • Speed of sound experiment • Speed calculations 	<p>8G Motion in the Universe</p> <ul style="list-style-type: none"> • Solar System scale • Orbits <p>8H Stellar Evolution</p> <ul style="list-style-type: none"> • Hertzsprung-Russel Diagram • Galaxies <p>8I Revision skills</p> <ul style="list-style-type: none"> • Active revision techniques <p>8J Acceleration</p> <ul style="list-style-type: none"> • Acceleration experiment • Velocity and acceleration calculations

	Autumn Term	Spring Term	Summer Term
PSHE	Transition to Y8 & managing change Mental Health <ul style="list-style-type: none"> • What is Mental Health? • Body Image Discrimination & Racism <ul style="list-style-type: none"> • What is discrimination? • How to tackle discrimination. Online Safety & Relationships <ul style="list-style-type: none"> • Social Media • Friendships • The Real you and risk taking 	1 to 1 discussions & charity planning Enterprise skills <ul style="list-style-type: none"> • What are they and why are they useful? • Careers & Jobs Careers <ul style="list-style-type: none"> • What's my line? • Challenging Stereotypes & Ambitions First Aid <ul style="list-style-type: none"> • CPR Theory • CPR Practical/Road Safety Alcohol & Drugs misuse: <ul style="list-style-type: none"> • The Facts • Peer pressure HPV Vaccinations	Revision Audit RSE Carousel <ul style="list-style-type: none"> • Consent & Healthy Relationships • Pornography • Contraception 1 to 1 discussions Exams review DRAMA WEEK Financial Education <ul style="list-style-type: none"> • Budgeting & Saving • You as a consumer PSHE Evaluation
PHILOSOPHY, RELIGION & ETHICS Theme - God	<ul style="list-style-type: none"> • Unit 1 – Introduction to concept of love and its types • Unit 2 – Ethical teachings – situation ethics and love through ethical teachings. • Unit 3 – Christianity and love – how agape is shown through the teachings of Jesus. 	<ul style="list-style-type: none"> • Unit 4 – Love in society – love in action at different levels • Unit 5 – Sikhism, Beliefs and Gurus – agape and equality through the teachings of Sikhism and the lives of the gurus. • Unit 6 – love in action in Sikhism, through sewa and langar. 	<ul style="list-style-type: none"> • Unit 7 – Love in action projects

	Autumn Term	Spring Term	Summer Term
SPANISH Grammar: Present Tense Irregulars Immediate future Conditional Tense Opinion phrases Time phrases Qualifiers Frequency expressions Possessive adjectives Definite/indefinite articles/ masculine/feminine Connectives Question Words	<ul style="list-style-type: none"> • Module 1 ¡Vamos! • Module 2 En el Instituto • Introducing self, Age, Birthdays, months/numbers 1-31 & nationalities. Schoolbag items, Classroom objects. Classroom instructions. • School subjects, days of the week, class activities, teachers, subject preferences. Opinion phrases positive and negatives of lessons. 	<ul style="list-style-type: none"> • Module 3 Mi Familia • Module 4 En Casa • Family members, pets, describing appearance of self & family. Height weight, hair/eyes. Personality adjectives, colours, numbers 31-100 • Countries, describing where you live (types of housing/homes), compass directions, rooms in a house, bedroom 	<ul style="list-style-type: none"> • Module 5 El Tiempo Libre • Module 6 En la Ciudad • Leisure activities, telling the time, sports, free time preferences-like/ dislikes • Describing town (places in a town), going out in town, weather, weekend plans, directions (use Mira 2 Barcelona topic pages)