



13th September 2021

Dear Parent/Carer,

YEAR 8 CURRICULUM, STUDENT WELL-BEING, AND HOW BEST TO SUPPORT YOUR CHILD DURING HALF TERM 1

The Curriculum at St. James' is the foundation of everything that we do in school, and full information about what your child will be learning at Key Stage 3 and Key Stage 4 can be found on the school website at www.stjamesheadle.co.uk/curriculum.

Here, you will find whole school and faculty curriculum statements which sum up our vision of what a knowledge-rich, properly sequenced and challenging education should look like. By clicking on each faculty icon, you will be taken to the curriculum 'progression grids' for each subject, which outline what will be taught each half term and how it will be assessed.

In Half Term 1, this is what is intended to be studied in Year 8 in each subject.

Please be aware that due to Covid 19, including the delivery of remote learning, the delivery of the curriculum may be subject to change:

SUBJECT	TEACHING CONTENT	ASSESSMENT
English	A Christmas Carol NC: Develop an appreciation and love of reading and read increasingly challenging material independently. NC: Understand increasingly challenging texts. NC: Read critically. (Whole book)	Ongoing formative and summative assessment
Mathematics	Unit 1 – Number Read and write powers of 10 Indices 4 operations with decimals HCF/LCM Powers and roots and BIDMAS Unit 2 – Calculating space (Extension of Year 7 unit 8) Area, surface area and volume Converting between unit	Ongoing formative and summative assessment
RE	Biblical Covenant Sin Salvation History Covenants with: Abraham, Noah, Moses, David Jeremiah and God's love	Ongoing formative and summative assessment
Science	Atoms, elements and molecules Recap Y7 Particles. Name elements, compounds and	Ongoing formative and summative assessment



	<p>understand the properties of elements. Use symbols and formulae of elements and compounds.</p> <p>Food and Nutrition Recap Y7 Fit and Healthy and Cells. Balanced diets and the importance of leading a healthy lifestyle. Why the body needs specific nutrients. The process of digestion and evaluating the varied diets which we are exposed to in the media.</p> <p>Enquiry – food tests</p>	
Geography	<p>1.What is the Weather and Climate like in the UK? Ingredients of weather; Differences between Weather and Climate; Instruments used to measure weather; Recognising symbols; understanding satellite imagery; basic forecasting; difference between the 3 types of rainfall; types of clouds; Air masses; Britain’s climate quadrants; Draw and interpret climate graphs; impact of weather and climate on people’s lives; Climate of Mediterranean Europe; Global warming</p>	<p>Assessment: 1. Gates letter 2. EoU test</p>
History	<p>Overarching unit intent: What was the slave trade? (Triangular Trade / Middle Passage /Auction) What was life like for a slave? (Plantation Life) What were the differing attitudes towards ending slavery and the slave trade?</p>	<p>Ongoing formative and summative assessment</p>
PE	<p>Boys: Football Table tennis Badminton Cardiovascular fitness test Girls: Netball Badminton Cardiovascular fitness activity</p>	<p>Ongoing formative and summative assessment</p>
MFL – German/French/Spanish	<p>Pupils will learn to : Describe where they live and where they</p>	<p>Ongoing formative and summative assessment</p>



	used to live; Describe where a town is situated; Say what there is in a town and compare the town not to how it was in the past; Saying if they like where they live and giving reasons why/why not (using gern/nicht gern) Ask for things in a shop	
Food and Nutrition	Pupils study Food and Nutrition, Textiles, ICT and Resistant Materials on a 10 week rotation over Year 8. For full information on the content and practical elements of these subjects, please consult our curriculum website at www.stjamescheadle.co.uk/curriculum	
Textiles		
ICT		
Resistant Materials		
Art	Baseline assessment - drawing of a bug to assess progression from Yr7 and increase proficiency in the handling of different materials and techniques KNOWLEDGE: Understand 'Values' and 'Tints' and how these are used to make drawing and painting appear 3D. SKILLS: Advanced colour theory and gradation with graphite/coloured OUTCOME: Production of a colour wheel on a paper plate	Ongoing formative and summative assessment
Drama	Script and movement Monologue Body props	Ongoing formative and summative assessment
Music	Explore & understand historical and cultural development of Blues Music, exploring instrumentation, structure, improvisation and musical devices. Pupils will explore Blues performance and improvisation and demonstrate an understanding of the key vocabulary through listening activities. By the end of the unit, pupils should be able to play a 12-bar blues progression, a walking bass	Ongoing formative and summative assessment



	line and be able to improvise using notes from the blues scale. <u>Key Vocabulary:</u> 12 Bar Blues; Chord Progression; Call & Response; Improvisation; Walking Bass; Boogie-Woogie; Blue Notes; Swing Rhythms; Syncopation; Regular and irregular metre; Stab chords; 2, 3 and 4 part textures; Blues lyrics.	
PSHCE	Unit 1 Safety Human trafficking Misconceptions about slavery and human trafficking Rail safety Rail network information and level crossings Road safety Safety for pedestrians and cyclists and accident statistics Unit 2 Drugs and Alcohol Alcohol and Drug abuse Long and short term effects Alcohol and the law Types of drugs and addiction	

In the coming weeks, you can support your child in a number of ways:

- Your child needs to review work done in Year 8 every week – through mind maps, re-reading information, practicing examination questions. Subject teachers will be able to provide information on this. Further information can be found at www.stjamesheadle.co.uk/homework
- Check that your child is keeping up with their homework on Show My Homework - students should be doing at least **1.5 hours work per night** of homework and/or review of work
- Speak to your child about what they are doing – this could be through asking them what they have done, testing them on what they have written etc
- Ensure that they have regular breaks and get a good night's sleep – work in chunks of time, turn off mobile phones and devices an hour in advance of going to bed
- At the same time, reassure them – at home and in school, we want to challenge our students to do their very best, but we also need to understand the stressful time that we have all gone through (and continue to go through)

Yours faithfully,

Dr. S. Guscott
Deputy Headteacher (Curriculum and Pastoral)