



Hethersett Old Hall School



Year 8 Curriculum Booklet 2017-18

www.hohs.co.uk | enquiries@hohs.co.uk | 01603 810390

The Year 8 Curriculum

Building on the Year 7 programme of study, the curriculum in Year 8 has the same allocation of time per subject and the same subject range.

Pupils develop their understanding and expertise over the course of the year, consolidating the work done previously whilst learning new skills in line with their growing maturity and expertise.

The curriculum is designed to provide opportunities for a smooth progression of learning throughout the first three years of secondary education, creating an excellent foundation for external examination courses in Years 10 and 11.

The curriculum has eight 'learning strands', some containing more than one subject. These are:

- Strand 1 Communicate and Express** - to develop linguistic and literary knowledge, understanding and competence in English and other languages.
- Strand 2 Number** - to develop mathematical skills, knowledge and understanding.
- Strand 3 Science** - to develop scientific skills, knowledge and understanding.
- Strand 4 Human and Social** - to understand and explore human communities and their achievements in the past and present, and the diversity of beliefs and customs in the human family and what the future may bring.
- Strand 5 Perform, Compete and Create** - develop sporting skills and the power of expression through the physical and aesthetic performance disciplines.
- Strand 6 Represent and Interpret** - learn the techniques of creative artistic and graphic expression through various media.
- Strand 7 Design and Make** - learn about and practise the creative and practical skills of making in food, textiles, craft and digital technology.
- Strand 8 Ourselves and Others** - learn about and explore the morality and ethics of modern life as it affects the individual and society, including knowledge of the British democratic tradition and parliamentary process and an appreciation of cultural diversity in contemporary society.

Strands, subjects and periods allotted

Strand	Subjects	Year 7	Year 8	Year 9
1. Communicate and Express	English L & L	5	5	5
	French	2	2	2
	Spanish	2	2	2
2. Number	Mathematics	5	5	5
3. Science	Science	5	5	5
4. Human and Social	Geography	2	2	2
	History	2	2	2
	RS	2	2	2
5. Perform, Compete and Create	PE and games	3	3	3
	Dance, drama, music	3	3	3
6. Represent and Interpret	Art and design	2	2	2
7. Design and Make	Business technology	1	1	1
	Food, textiles, craft and DT	2	2	2
8. Ourselves and Others	PSHCCE	1	1	1



Art and design

In Year 8 the course of study covers the following:

Shape, colour and pattern painting project:

- Working to a brief.
- Using the work of the contemporary and historical artists and illustrators to inform own work.
- Selecting and recording in drawing from observation.
- Using colour and pattern.
- Warm and cold colours.
- Positive and negative shapes.
- Introduction to gouache paints.
- Colour mixing.
- Presenting work in sketchbooks.
- Planning and developing ideas.
- Use of subject specific vocabulary.
- Paint techniques for blending and graduated colour.

Picasso and cubism painting project:

- Exploring and understanding the different phases of Picasso's work and the development of cubism.
- Using tone to describe form in drawing.
- Abstraction in art.
- Drawing ellipses
- Drawing symmetrical and geometric objects.
- Exploring analytical and synthetic cubism.
- Working with still-life.
- Working with a limited palette.
- Using monochrome colours.

Sculpture project:

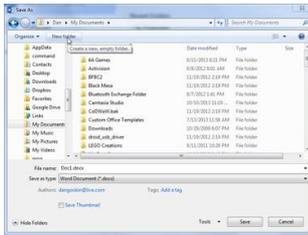
- Collecting and recording information from different sources.
- Observational drawing focussing on texture and markmaking.
- The work of modern sculptors.
- Drawing for sculpture.
- Manipulating wire, card and papier maché and making an armature
- Developing ideas and refining and developing work.

Perspective drawing:

- Methods of depicting one and two point perspective.
- Drawing perspective.
- The use of perspective in art from different genres.
- Selecting and recording examples of perspective in real life.
- Pop art inspired perspective room drawing.

Colour reduction relief printing:

- Observational drawings.
- Pattern and shape.
- Designs for relief printing.
- The work of contemporary graphic artists.
- Printing with colour.



Business technology

We aim to equip pupils with skills that will be useful to them in their school work and more generally in everyday life.

Pupils strengthen the skills developed in Year 7 using advanced features of the Microsoft Office suite. They work on a variety of real-life scenarios and/or business projects for which they apply their developing ICT skills in preparation for the level 1 Functional Skills exam in ICT, which can be taken at the end of Year 8.

Pupils investigate the use of ICT in the context of various business applications, including:

- **File management:** creating, moving, renaming and deleting folders and files, searching folders,
- **Internet:** searching the internet effectively, developing an awareness of copyrights,
- **Word:** document formatting, using developer tools such as check and combo boxes, learning about document security, including passwords and read-only features,
- **PowerPoint:** use transitions, animations, sound, hyperlinks and customising action buttons, printing format and notes function,
- **Excel:** format cells and sheets, sort and filter data, use formulas and functions; printing layouts,
- **Emails:** use contact lists and attachments, develop knowledge of virus prevention.



Dance (part of the performing arts carousel)

The dancers cover two units of work each year, inspired by varying stimuli such as poems and adverts and styles such as contemporary, street, jazz and lindy hop. Pupils focus on choreographic skills, performance skills and appreciation skills.

Dance – exploring and communicating ideas, concepts and emotions – creative dance

Focus:

- Safety principles and an understanding the effects of exercise on the body; the importance of a safe warm-up and recovery; an appreciation of which components of fitness are particularly relevant to dance.
- Technical skills: looking at moving pathways, and the six body actions: travelling, jumping, turning, gesture, stillness and falling. Motif description introduced. Pupils are encouraged to develop an understanding of different dance techniques and styles.
- Developing effective body tension, control and quality in the performance of dance.
- Create and develop choreographic skills; an introduction to understanding the importance of motif forming as a foundation for dance choreography.
- Using stimuli to create a choreographic piece.
- Experience working in pairs and in small groups.
- Plan, perform and evaluate dances with an emphasis on changes in speed, shape, level, direction and dynamics.
- Street and contemporary dance genre: pupils are given the opportunity to examine the work of street dance choreographers and copy actions, dynamics, space and relationships.
- Performance: pupils are given the opportunity to perform to an audience and are encouraged to analyse and develop their performing skills.
- Dance appreciation: within the units of work, pupils will be encouraged to comment on and analyse dance compositions by prominent choreographers.
- Creating a complete performance: pupils will have the opportunity to design and perform a complete performance.



Design technology (part of the technology carousel)

In the second year of study, girls build on the skills and abilities developed in Year 7 to undertake a second project to design and make a set of drawers to the following brief:

- There must be at least one drawer.
- There must be at least one door.
- Feet and a decorative top should be included in the plan, to be added if there is time.
- Handles or ways of opening doors/drawers must be included.



Drama (part of the performing arts carousel)

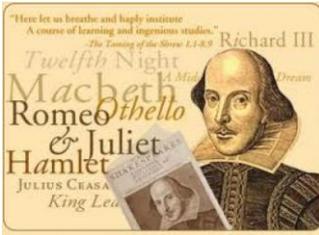
Drama is combined with music and dance to provide a performing arts opportunity for pupils in Years 7, 8 and 9.

The ethos of drama teaching remains essentially the same across all the year groups; drama at Hethersett Old Hall School caters for the specific needs and abilities of each individual group. This allows for diversity in content and structure of lessons.

In Year 8 we explore improvisation, planned and spontaneous, to a greater degree. We will also look at devising pieces of theatre using different stimuli. Varying theatrical spaces and styles will also be explored.

Senior School Production

Pupils in Years 7, 8 and 9 are encouraged to take part in the senior school production or dramatic event which is open to everyone in the senior school. This affords them the opportunity to work with a cross section of ages. It may also give them the opportunity to appear on a professional stage. Historically, plays have been performed at The Norwich Playhouse and Norwich Puppet Theatre.



English

Skills in reading, writing, speaking and listening and literary appreciation are further developed in Year 8. Comprehension and spelling are tested in the spring term to make sure that pupils are still on track. The texts studied will be more demanding and will include Shakespeare, nineteenth century literature, modern classics, poetry and non-fiction. Pupils will be encouraged to be more independent in their learning and to read widely. Presentations, on a half-termly basis, of books read from a given genre, will continue to be a part of English literature lessons.

Grammar and punctuation will continue to be taught to further improve the accuracy of their writing. Pupils will learn how to write in different styles for different purposes. These will include explaining, describing, persuading, arguing, analysing and reviewing. The planning and execution of longer writing tasks will be undertaken, as pupils become more able to express their ideas in well-structured sentences and paragraphs.

Emphasis will also begin to be placed on the way writers use language in order to convey their thoughts and ideas. We will consider the effect of the writers' choices upon the reader and increasingly approach texts from this perspective as these are skills that are required for both English language and literature IGCSEs.

Being able to speak confidently and articulately is the fourth area that will be covered. Pupils will take part in presentations, discussions and role plays.



Food and nutrition (part of the technology carousel)

The Year 8 curriculum builds on the skills and food groups introduced in Year 7. In addition to cooking skills and food knowledge, the ability to work independently and develop effective organisational skills is encouraged.

The food groups studied include cereals and eggs taking into account the areas of healthy eating and basic nutrition linked with these foods.

The emphasis continues to be on practical tasks which develop:

- The rubbing-in method with shortcrust pastry.
- Cake making using the whisking method.
- Bread making.



Geography

Geography in Year 8 includes a mixture of physical and human topics. We focus on local issues, climate, population, urbanisation, crime and Asia with particular emphasis on a specific region.

The topics covered are:

- Coastal processes, features and management, alongside tourism impacts – with a local input.
- Understanding the weather including recording and observation.
- Climate areas in the world including climate graphs.
- Crime and GIS.
- Population distribution, density and change, understanding of the demographic transition model and migration.
- Urbanisation, the increasing changes in cities in the world.

Skills developed include:

Fieldwork:

- How to collect primary and secondary data.
- Draw field sketches.
- Design data collection tables.

Coursework:

- How to follow a line of enquiry independently using guidelines to answer a number of hypotheses based on primary data.
- To be able to interpret and evaluate data.

Research:

- How to collect data from the internet.

Mapwork:

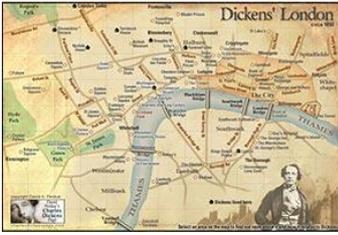
- Improved ability to read OS maps.
- Introduction to GIS.

Presentation:

- How to draw annotated sketches.
- Plot information on maps.
- Specific graphs and transform raw data into suitable graphs.

Learning:

- Improve independent learning skills through individual coursework or projects.



History

History is one of the major humanities. Through the study of the past, pupils understand their own island story and the forging of nationhood.

History is taught at HOHS on a linear chronological basis over Years 7, 8 and 9, beginning with the Saxon occupation of Britain and ending with the immediate post-war years. It covers the social and political history of this period.

The course is designed to enable pupils to gain a coherent knowledge and understanding of Britain's development as a nation and of her place in the wider world. It aims to inspire pupils' curiosity to know more about the past and understand how it influences the present. Each year of the course introduces more sophisticated techniques of analysing and writing about historical topics.

History lessons encourage pupils to ask perceptive questions; think critically about the changes in social and political life; weigh evidence; sift arguments; engage in an imaginative way with the lives of people in past times and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the forces of change, the diversity of societies and their own national identity.

Topics covered over the Autumn, Spring and Summer terms of Year 8 are:

Revolution and Restoration, 1620-1700

- The reign of Charles I
- King and parliament
- Cromwell and the civil war,
- Battles of the civil war
- Cromwell and the New Model Army,
- Church and state
- The restoration of Charles II
- The growth of science
- The Glorious Revolution and the dawn of the eighteenth century

The Age of Reason, 1700-1830

- Buildings and towns
- The birth of industry
- The beginnings of the British Empire

- The slave trade and the role of the colonies
- American War of Independence
- Mills and factories
- Life in industrial Britain

The Age of Victoria, 1830-1900

- Life in Victorian Britain
- The great Victorians
- Victoria, queen and empress
- India and Africa
- Victorian schools
- The army of the Queen
- Rail and steam
- Victorian philanthropy
- Gladstone and Disraeli

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
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51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Mathematics

Building on the work done in Year 7, pupils move on through the topics outlined below to further develop their enjoyment, understanding and expertise in mathematics.

Topics covered:

- Using and applying: investigations including 'arithmogons', 'distorted axes' and 'max box'.
- Number: addition, subtraction, multiplication and division, also including prime numbers, multiples and factors.
- Algebra: constructing and simplifying expressions, using brackets, solving equations and substitution.
- Ratio and proportion: compound units, scale diagrams and percentages.
- Geometry and measures: perimeter, area, volume, circles, angles and transformations.
- Probability: frequency of outcomes, probability experiments and equally likely events.
- Statistics: frequency tables, pie charts, mean, median, mode and range.

Key learning objectives:

- Add, subtract, multiply and divide integers.
- Use the equivalence of fractions, decimals and percentages to compare proportions; calculate percentages and find the outcome of a given percentage increase or decrease.
- Divide a quantity into two or more parts in a given ratio; use the unitary method to solve simple word problems involving ratio and direct proportion.
- Use standard column procedures for multiplication and division of integers and decimals, including by decimals such as 0.6 or 0.06; understand where to position the decimal point by considering equivalent calculations.
- Simplify or transform linear expressions by collecting like terms; multiply a single term over a bracket.
- Substitute integers into simple formulae.
- Plot the graphs of linear functions, where y is given explicitly in terms of x ; recognise that equations of the form $y=mx+c$ correspond to straight line graphs.
- Identify alternate and corresponding angles; understand a proof that the sum of the angles of a triangle is 180° and of a quadrilateral is 360° .
- Enlarge 2D shapes, given a centre of enlargement and a positive whole number scale factor.
- Use straight edge and compasses to do standard constructions.
- Deduce and use formulae for the area of a triangle and parallelogram, and the volume of a cuboid; calculate volumes and surface areas of cuboids.
- Construct, on paper and using ICT, a range of graphs and charts; identify which are most useful in the context of a problem.
- Find and record all possible mutually exclusive outcomes for single events and two successive events in a systematic way.



Modern foreign languages (French and Spanish)

Pupils continue to develop their language learning skills and increase their cultural awareness, making comparisons with their own culture and lifestyle. They continue to widen their vocabulary and learn about how to conjugate verbs.

Speaking

They take part in short conversations, seeking and conveying information and opinions in simple terms. They refer to recent experiences as well as everyday activities and interests. Pupils develop their confidence and increase their fluency.

Writing

There is greater emphasis on written work in Year 8 and pupils are shown how to construct more detailed paragraphs on the topics that we cover. They have to adapt passages from the textbook and they are encouraged to try to include extra details of their own. They will continue to practise their translation skills.

Listening

Pupils listen to longer extracts made up of familiar material from several topics, including present and past events. The language is spoken at near normal speed in everyday circumstances. They identify and note main points and specific details, including opinions.

Reading

Pupils study a variety of longer texts that cover past and present events and include familiar language in unfamiliar contexts. They scan written material and identify and note main points and specific details, including points of view. They are more confident in using context and they begin to use their knowledge of grammar to work out the meaning of language they do not know.

Grammar covered includes:

French

- Ir/re verbs in the present tense
- Modal verbs in the present tense
- Perfect tense
- Il faut + infinitive
- Question words
- Agreement of adjectives

Spanish

- Comparatives and superlatives
- Pronouns
- Agreement of adjectives
- The verb ir
- The preterite tense
- The immediate future tense

Topics covered include:

French

- Families
- Jobs/work places
- Weather
- Talking about last weekend
- TV programmes
- Invitations
- Excuses
- Clothes
- Talking about what you spend your pocket money on
- Quantities
- Food/meals
- Countries/nationalities
- Holidays
- Shopping
- The French Revolution

Spanish

- Places in a town
- Giving directions
- Weather
- Sports
- Other free time activities
- Talking about the weekends
- Arranging to go out
- Helping at home
- Giving more information about yourself and others
- Relations
- Buying gifts
- Food/meals
- Buying fruit and vegetables
- Restaurants
- Healthy eating



Music (part of the performing arts carousel)

Music in Year 8 continues to develop pupils' appreciation and expertise. During the year we will look at:

Jazz and blues

- The origins of jazz
- Improvisation
- 12 bar blues

Music and the media

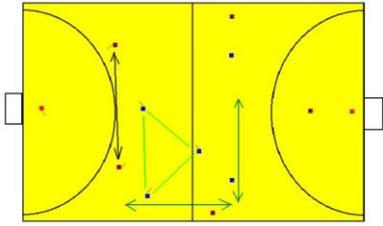
- Film music; how music affects the way we interpret film
- Television theme tunes, adverts and jingles; learning to create a 'hook'

Junk percussion

- Making music from recycled materials

Ground bass

- Learning how to use this technique for composing



Physical education and games

All pupils at Hethersett Old Hall School enjoy PE lessons in which different sports are taught. They have one games session a week in which traditional games are played and they have a swimming lesson.

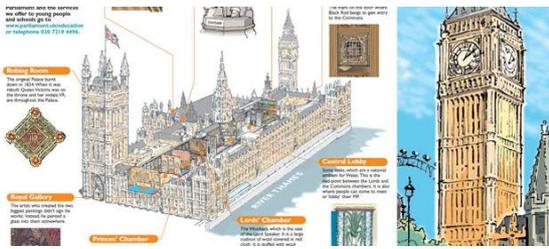
Physical education lessons provide a healthy life balance and all pupils have something to gain in adopting a healthy active lifestyle in terms of their physical, mental and social well-being. The PE department at Hethersett Old Hall School provides a wide range of physical activities for pupils to refine their key gross and fine motor skills as they develop physically. Pupils fuel their self-confidence and learn positive lifelong, healthy attitudes.

Games sessions foster pupils' team spirit and sense of fair play within an inclusive environment. Sessions aim to promote fitness and teach pupils the values of winning and losing, both as an individual and team. Regular fixtures and tournaments enable pupils to apply themselves in competitive situations and learn the values of etiquette within sport as well as analysis and evaluation for improvement within personal and team performance.

Games played include:

- **Hockey** A traditional game played in the winter term on the full size hockey pitch and in the sports hall.
- **Badminton** Taught in PE curriculum time in the sports hall.
- **Netball** A traditional game played in the spring term on the hard court area and in the sports hall.
- **Gymnastics** Taught in PE curriculum time in the sports hall.
- **Tennis** A traditional game played in the summer term on the hard court area and in the sports hall.
- **Rounders** A traditional game played in the summer term on the field.
- **Athletics** Taught in PE curriculum time during the summer term.

In all sports girls learn the rules of the game, the principles of good play and how to work as a member of a team.



PSHCCE (Personal, social, health, careers and citizenship education)

Personal, social and health education helps young people embrace change, feel positive about who they are and to enjoy healthy, safe, responsible lives.

Careers education helps to identify personal skills and attributes and prepares pupils for the next steps in life.

Citizenship encourages pupils to take an interest in topical and controversial issues and to engage in discussion and debate. It furthers each girl's understanding of being a British citizen and how issues are resolved in a parliamentary democracy.

The topics studied this year include:

The point of school

- Understanding education

Britishness

- What our national identity means to us
- Iconic behaviours
- The Britishness quiz

The media

- What is the media?
- How are we influenced by media reportage?
- Our use of the media

First aid

- How to cope in an emergency
- Common first aid scenarios
- Cardiac massage and resuscitation
- The recovery position

Human rights

- What are human rights?
- Where are human rights abuses taking place?
- Writing a report about a human rights issue of personal interest
- Letters of support

Careers

- Researching and reporting on undiscovered career opportunities

All about me

- What am I good at and what do I need to improve?
- Setting personal targets
- What personality suits which jobs and what might I do in the future?
- Researching and presenting information about a job of interest

Individual lessons on other topics also take place. Examples include understanding the HPV vaccination, internet safety and topics relating to the freedoms and responsibilities of being a citizen.



Religious studies

In Years 7, 8 and 9 pupils study all of the six major world religions – their beliefs, customs and traditions as well as being given an introduction to the study of philosophy and ethics as part of a three year unified course, the aims of which are to:

- Acquire knowledge and develop an understanding of the major religions in the UK.
- Develop an understanding of the impact of beliefs, values and traditions on individuals, communities and cultures and how these can enhance the lives of people.
- Develop the ability to consider and reflect on religious and moral choices in order to make informed decisions.
- Enhance the spiritual, moral, social and cultured development of pupils by:
 - developing an awareness of the fundamental questions of life raised by human experiences,
 - responding to such questions with reference to the teaching and practices of religious and to their own understanding and experience,
 - reflecting on their beliefs, values and experiences in the light of their study,
 - developing a positive attitude towards other people, respecting their right to hold beliefs different from their own and towards living in a society of diverse religions.

Year 8 syllabus:

Study of Islam

- Introduction to Islam – links and comparisons to other known religions
- Muhammed (pbuh) and the Qur'an
- Key beliefs including the five pillars
- What happens at the mosque

Creation, care and crisis

- Exploration of creation stories from a variety of traditions
- Evaluation of the importance of environment and stewardship
- Investigation into a variety of environmental issues and possible solutions including the work of conservationists and reducing our carbon footprint.

Study of Hinduism

- Introduction to Hinduism – links and comparisons to other known religions
- Hindu beliefs
- Gods and goddesses
- Worship at home and in the mandir



Science

In Year 8 the focus is placed on introducing pupils to a range of core concepts within biology, chemistry and physics. The ideas discussed with pupils will begin to build a foundation of understanding at various levels that can be developed further as the pupils head toward their GCSE learning.

Pupils will be given the opportunity to demonstrate a range of practical techniques in support of the topics being studied. However, the main goal during Year 8 is building the confidence of pupils in all aspects of science, ensuring it is a subject in which they know they can succeed.

Topics currently include:

Biology:

- Food and digestion
- Respiration
- Microbes and disease
- Ecology

Chemistry:

- Atoms and elements
- Compounds and mixtures
- Rocks and weathering
- The rock cycle

Physics:

- Heating and cooling
- Magnets and electromagnets
- Light
- Sound and hearing

End of year assessment will take the form of a practice assessment and experimental write up, as well as a cumulative paper testing knowledge and understanding of all topics covered.



Textiles (part of the technology carousel)

During Year 8 the pupils experience textile decorative techniques, straightforward sewing machine control skills and construction techniques to produce a cushion based on a beach/seaside theme.

The aim is to expand the pupil use of materials, techniques and equipment, to use decoration and embellishment as part of their cushion design.

The task will include the following skills:

- Produce a research mood board based on a beach/seaside theme.
- Experience various decorative techniques that are to be used in their cushion design such as tie dye, shibori, batik, applique and use of embellishing machine.
- Develop their appliqué skills to they know how to neaten fabric edges with machine zigzag and produce more complex designs and use decorative machine stitches.
- Develop basic construction techniques to produce a cushion.
- Develop their sewing machine skills further.
- Produce detailed, well-presented initial ideas and final cushion design sheets.
- Evaluate the work they have produced.



Notes

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www.hohs.co.uk | enquiries@hohs.co.uk | 01603 810390