

Year 8 Curriculum T1

Subject	What we are learning in T1	How parents/carers can help
English	<p>Persuasion – the art of rhetoric</p> <ul style="list-style-type: none"> <li>• Identify and use a range of persuasive devices</li> <li>• Understand the meaning of denotation, connotation, ethos, pathos and logos</li> <li>• Explore the language and structure of effective persuasive speeches</li> <li>• Write an original persuasive speech</li> </ul>	<p>Encourage pupils to read independently at home and read with them when possible. Ask them to tell you about what they are reading. Support pupils with their English homework and let teachers know if the pupil has struggled to understand.</p>
Maths	<p>Ratio and proportion -</p> <ul style="list-style-type: none"> <li>• Use ratio notation, share amounts in a ratio and link with fractions, multiplication and division</li> <li>• Solve problems involving ratio and direct proportion using diagrams, tables, graphs and double number lines</li> </ul>	<p>Ensure that online homework on Sparx is completed and encourage arithmetic practice (mental and written). Ratio and proportion in real life including conversion graphs for currency and measures, scale drawings, map reading, recipes, best buys,</p>
Science	<p>Working scientifically and Fields</p> <ul style="list-style-type: none"> <li>• Evaluate methods and data</li> <li>• Explain the effect of magnetic/electromagnetic and gravitational fields on an object</li> </ul> <p>Nutrition</p> <ul style="list-style-type: none"> <li>• Investigate what our diet contains</li> </ul>	<p>Ensure that online Carousel homework is completed. Support with the revision stage to ensure children are confident in answering the questions.</p>
French	<ul style="list-style-type: none"> <li>• Où habites-tu? - Answering questions on where I live</li> <li>• Tu es où en vacances? Revising present tense</li> <li>• Saying what you did on holiday – the perfect tense er verbs/irregular verb with avoir</li> </ul>	<p>Ensure pupils are revising using their Knowledge Organiser for a minimum of 15 minutes per week ready for their weekly KO tests</p>
History	<p>The history of black people in Britain up to 1558</p>	<p><a href="https://www.bbc.co.uk/bitesize/articles/zym3n9q">https://www.bbc.co.uk/bitesize/articles/zym3n9q</a></p>

		<a href="https://www.bbc.co.uk/iplayer/episode/b082w9p9/black-and-british-a-forgotten-history-1-first-encounters">https://www.bbc.co.uk/iplayer/episode/b082w9p9/black-and-british-a-forgotten-history-1-first-encounters</a>
Geography	Why is China an emerging super power?	<a href="https://www.bbc.co.uk/bitesize/articles/zk9h6g8#z6j9cmn">https://www.bbc.co.uk/bitesize/articles/zk9h6g8#z6j9cmn</a> <a href="https://www.bbc.co.uk/bitesize/articles/zt6cg7h#zkksp4j">https://www.bbc.co.uk/bitesize/articles/zt6cg7h#zkksp4j</a>
Theology and Ethics	The refugee crisis and how it relates to religion.	<a href="https://www.bbc.co.uk/newsround/48660079">https://www.bbc.co.uk/newsround/48660079</a> <a href="https://www.bbc.co.uk/bitesize/guides/zdrxbdm/revision/11">https://www.bbc.co.uk/bitesize/guides/zdrxbdm/revision/11</a> <a href="https://www.youtube.com/watch?v=8fKbtabAlqk">https://www.youtube.com/watch?v=8fKbtabAlqk</a>
Technology	Designing and making a funky acrylic clock.	Collect and print images from online searches to help pupils develop their design ideas. Analyse products already on the market using ACCESS FM. <a href="#">Youtube ACCESS FM Framework Explained</a>
IT	<ul style="list-style-type: none"> <li>• How technology has changed and developed over time and the properties of these technologies.</li> <li>• Networking and how the Internet works.</li> <li>• The internet of everything.</li> </ul>	How can you help at home: discuss old technology and the properties of these compared to today e.g. what is now wired and wireless? What technology exists in your home? Advantages and disadvantages?
Music	<p>Composing Pop Music:</p> <ul style="list-style-type: none"> <li>• To recognise the key characteristics of pop music</li> <li>• To use a range of instruments to create a cohesive sound</li> <li>• To be able to compose rhythms, harmony and melody</li> <li>• To be able to understand the structure of pop music</li> </ul> <p>Keyboard and Singing:</p>	<ul style="list-style-type: none"> <li>• Encourage pupils to listen to the radio and to current chart music.</li> <li>• If you have access to an instrument, please allow pupils time to practice – there are various YouTube videos to help practice</li> <li>• Provide appropriate ear protection if your child struggles with noise.</li> </ul>

	<ul style="list-style-type: none"> <li>• Keyboard course booklet 4 (Wessex MAT Initiative)</li> <li>• Singing will take place every lesson</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss if your child would like to learn an instrument and contact Wessex Music <a href="#">Music Lessons - Wessex Schools Music</a></li> </ul>
PE	<p>Pupils will be developing their learning about Netball (7-a-side). Pupils will be developing their learning about contact Rugby (specifically Rugby Union).</p> <ul style="list-style-type: none"> <li>• How to perform skills safely – how to protect yourself in a contact sport.</li> <li>• What are the movements and skills required?</li> <li>• What are the court/pitch markings?</li> <li>• What are the rules to the game?</li> <li>• Develop understanding of positions in netball and rugby.</li> <li>• Develop understanding of strategies in netball and rugby.</li> <li>• Build on previous ideas from year 7 netball and rugby.</li> </ul>	<p>Provide appropriate PE kit, for example: non slippy footwear for rugby (boots) and a mouthguard – good practice.</p> <p>Reinforce safe practice expectations – no jewellery and earrings must be taped up for PE lessons. Long hair must be tied up.</p> <p>Look up the rules to Netball - <a href="#">Netball Rules: How To Play Netball   Rules of Sport.</a></p> <p>Look up the rules to Rugby Union - <a href="#">Rugby Rules: How To Play Rugby   Rules of Sport.</a></p> <p>Explore extra-curricular opportunities, both inside and outside of DMS.</p>
PSHE	<p>Pupils will be learning about: Careers</p> <ul style="list-style-type: none"> <li>• Life and career aspirations</li> <li>• Personal strength and skills for employment</li> <li>• Stereotypes</li> <li>• Routes into careers</li> <li>• Progression routes</li> <li>• Online presence.</li> </ul>	<p>Spend some time asking your child whether they have any career aspirations ( at their age they may have no idea what they would like to do – and this is ok!)</p> <p>Use this time to talk with them about their gifts – what are their strengths? What do they enjoy learning? Perhaps spend some time with your child google different jobs around their enjoyment areas and look at the qualification journey needed to make certain careers happen.</p>