

Year 8 curriculum 'in advance'

KS3 Curriculum 'in advance' T2

Subject	What we are learning in T2	How parents/carers can help
English	Pupils will explore the poetry of WW1, looking at 'Who's for the Game?' by Jessie Pope and 'Dulce et Decorum est' by Wilfred Owen. They will also look at the persuasive techniques used in the propaganda materials of the time. At the end of the Autumn Term, pupils will start our 'Crime and Gothic' unit of work which starts with an analysis of extracts from Conan Doyle's Sherlock Holmes stories.	Support your child with weekly homework. Encourage children to read independently and listen to them read. Talk to your child about what they are reading. All reads should be logged in planners (in KS3, pupils can record their own reads).
Maths	- Working in the cartesian plane - Multiplying and dividing fractions - Line and reflective symmetry	Ensure that online homework on Sparx is completed and encourage times tables practice.
Science	Forces and speed - Calculate speed and apply the speed calculation - Apply knowledge of practical work to a speed investigation Periodic table - Describe the structure of the periodic table and the properties of some elements within it - Identify elements, compounds and mixtures from diagrams and formulae - Use word equations to describe compound formation	Support your child by discussing what they have been learning in their lessons. Use BBC Bitesize as a starting point for conversation to support learning in lessons. Support your child to complete their weekly homework.
History	The history of black people in Britain from 1558 to today	Black History Month - BBC Bitesize The British Empire - KS3 History - BBC Bitesize The transatlantic slave trade - KS3 History - BBC Bitesize

Geography	India: Having learnt about China in the earlier part of the year; pupils will begin to look at India and make comparisons between the two countries.	Introduction to China - KS3 Geography - BBC Bitesize A brief introduction to India - Case study - development in an emerging country - India - Edexcel - GCSE Geography Revision - Edexcel - BBC Bitesize
Theology	Refugees: How do religions react to the refugee crisis?	KS3 PSHE: Seeking Refuge - Real life stories of young people fleeing their homelands - BBC Teach Refugees and asylum seekers - BBC News KS3 Religious Studies - BBC Bitesize
Design Technology Resistant Materials	We will be modelling and making our acrylic and vinyl clock designs using a range of techniques and processes.	The 6 Rs in sustainability is a tool widely used to help designers reduce the impact of their products on the environment. Reduce, Rethink, Refuse, Reuse, Recycle, Repair. Draw attention to and initiate conversations about this wider issue. Help pupils to plan, organise and bring in ingredients for their practical lessons.
Design Technology Food	We will be continuing to develop practical cooking skills through learning how to make pastry and roux sauce. Pupils will continue to develop understanding of food miles and the nutritional content of their recipes.	
Art	To know more about artist Pablo Picasso and how African Masks influenced his own work. To create and print repeated African patterns using ink and poly block methods.	Help to research the artist and produce a fact file about Picasso and his life. Provide a creative space for pupils to create their own work in the style of the focus artist.
IT	To know different types of immersive technology, understand how augmented reality (AR) can be used and to create an account with BLIPPAR and explore BLUIPPAR to create their own AR project.	Look at the three different types of immersive technology: augmented reality (AR), virtual reality (VR) and mixed reality (MR/XR) and how they can be used to enhance learning.

Music	Composing Pop Music: • To recognise the key characteristics of pop music • To use a range of instruments to create a cohesive sound • To be able to compose rhythms, harmony and melody • To be able to understand the structure of pop music Keyboard and Singing: • Keyboard course booklet 4 (Wessex MAT Initiative) • Singing will take place every lesson	• Encourage pupils to listen to the radio and to current chart music. • If you have access to an instrument, please allow pupils time to practice – there are various YouTube videos to help practice • Provide appropriate ear protection if your child struggles with noise. • Discuss if your child would like to learn an instrument and contact Wessex Music Music Lessons - Wessex Schools Music
PE	Pupils will be learning and consolidating knowledge and understanding about football, dance and Outdoor Adventurous Activities: • What are the movements and skills required? • What are the pitch markings? • What are the rules to the game? • Develop understanding of positions in football. • Develop understanding of strategies in football. • Know and understand what Street Dance is. • Revisit dance techniques and how to use them. • Introduce new dance techniques and ideas such as accumulation, staging and positioning. • To understand what Outdoor Adventurous Activities (OAA) are. • To develop understanding of concepts like teamwork and leadership through OAA. • How to orienteer using a map of the school.	Provide appropriate PE kit, for example: non slippery footwear for football (boots); It is highly recommended that children should wear shin pads for football. Look up the rules of U10s football: U12 Football Rules: A Complete Guide Teamstats Pupils will be expected to perform barefoot for Dance and Gymnastics (“grippy” socks will also be accepted).

		 Above is an example of Grippy socks you can purchase. Reinforce safe practice expectations – no jewellery and earrings must be taped up for PE lessons. Long hair must be tied up.
PSHE	To understand the role of friendships and how to respect these. To manage social influences, peer pressure and the desire for peer approval – to learn some key personal skills to deal with these pressures. To recognise some of the signs and temptations around why some young people may want to join gangs.	Talk with your children about their friendships. Check your child's phone and make sure all the safety settings are in place (restricted sites, nudity lock down of images and screen time usage)