

Cardinal Pole Catholic School



Curriculum Booklet 2023-24 YEAR 8

Contents

Our Curriculum Intent	3
Curriculum Offer: Year 8	4
Measuring Progress: Year 8	5
Preparing for GCSEs: The Options Process	6
Curriculum Overview: Art	7
Curriculum Overview: Computer Science	8
Curriculum Overview: Design & Technology	9
Curriculum Overview: Drama	10
Curriculum Overview: English	11
Curriculum Overview: Geography	12
Curriculum Overview: History	13
Curriculum Overview: Maths	14
Curriculum Overview: MFL - French	15
Curriculum Overview: MFL - Spanish	16
Curriculum Overview: Music	17
Curriculum Overview: Physical Education	18
Curriculum Overview: Religious Education	19
Curriculum Overview: Science	20
Home Learning Timetable: Year 8	22

OUR CURRICULUM INTENT AT CARDINAL POLE

Achieving a love of learning means creating lifelong learners and a thirst for knowledge. Lovers of learning also become independent learners as they are **confident** in what they do know but also in that they do not know yet.

KS3: Lovers of Learning

Acquiring a deep, long-term, secure and adaptable understanding of the subject. Achieving mastery means acquiring a solid enough understanding of the subject that ideas from one area can be applied to another.

KS4: Subject Masters

KS5: Critical Scholars

Critical Scholars are willing to share their work with an understanding that it is part of a much wider body of ideas and practices. They are able to listen and appreciate a range of views before coming to a carefully considered and well-presented view.

YEAR 8 CURRICULUM OFFER, 2023-24

Dear Parents / Carers,

At Cardinal Pole, our students sit at the very heart of our curriculum. In addition to teaching subjects for their intrinsic value, the purpose of our curriculum is to empower our students, further social justice and prepare them for citizenship within and outside of our school community. As a result, students are timetabled across a wide range of subjects in 50-minute periods as per the timetable below:

Subject	Periods	Subject	Periods	Subject	Periods
English	4	Geography	2	Art	1
Maths	4	History	2	Computer Science	1
Religious Education	3	MFL – French / Spanish	3	Design & Technology	1
Science	4			Drama	1
				Music	1
				Physical Education	2
				PSHE	1

Students also have timetabled a daily 25-minute Prep session with their tutor to support with the completion of home learning and literacy through guided reading. All year groups celebrate Mass once a half term in addition to the liturgies held at the end of each term.

To provide students with a bespoke place of learning, our state-of-the-art library is open to all students before school, at breaktime, lunchtime and after school. In addition to lunchtime enrichment, there is a free breakfast club for all students before school from 7.30am; after school there are home learning clubs, extra-curricular activities and sports clubs running daily.

We believe that our students deserve the very best education and, to ensure that we meet these aims, we have outlined a clear curriculum plan for each key stage (p.3). As a result of this rich curriculum offer, we expect our students to become lovers of learning by the end of Key Stage 3 so that they are ready to embark on the next stage of their curriculum journey as they begin their GCSE studies in Year 9.

For any further information on the curriculum, please do not hesitate class teachers or a member of the pastoral team:

Head of Year: Ms S Saku Deputy Head of Year: Ms E Richards St Nicholas Link: Ms C Carey	
8 Arrowsmith	Ms M Amara
8 Campion	Ms P Laserna Ayora
8 Clitherow	Ms D Imo
8 Line	Ms E Delafield
8 More	Mr M Crossley
8 Southwell	Ms G Hayward
8 Ward	Ms M Grantham

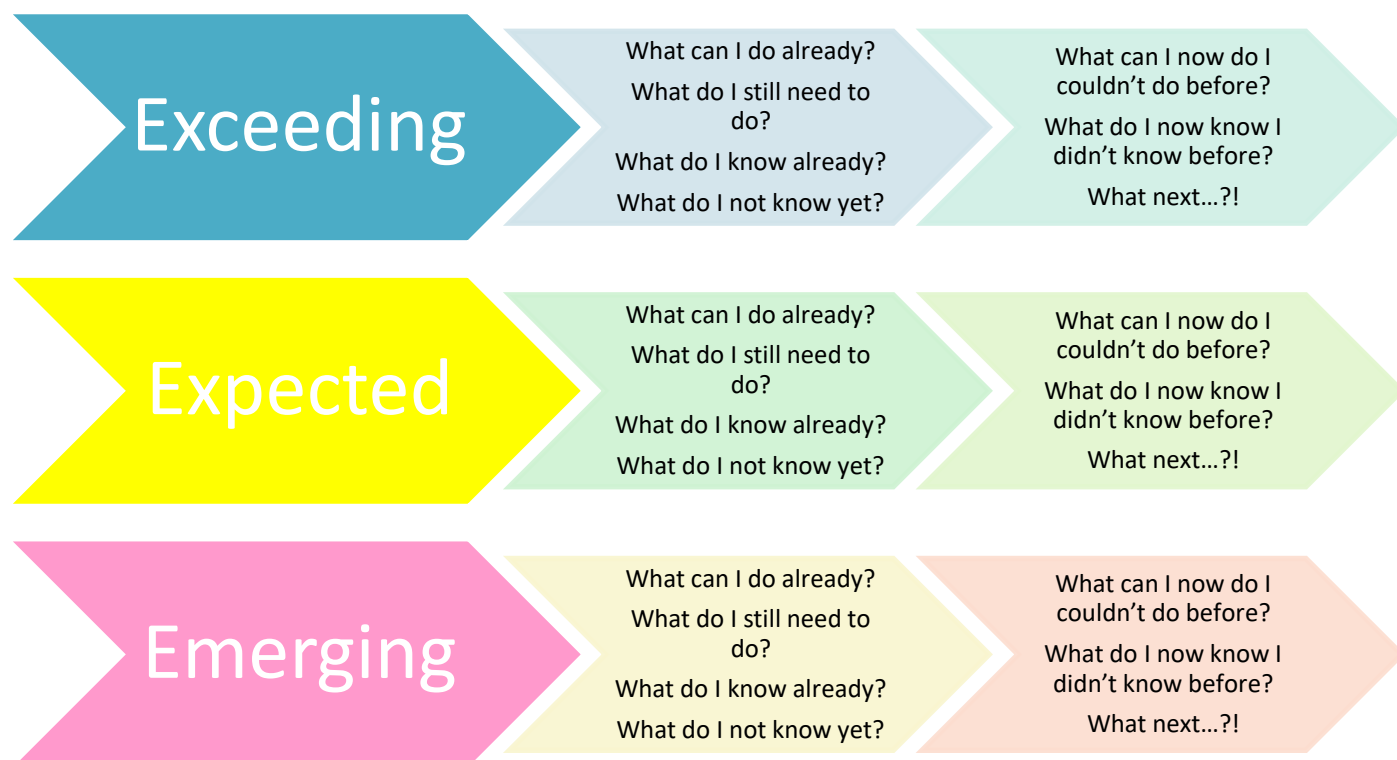
Yours sincerely,

Ms E Connolly

Deputy Headteacher – Quality of Education

MEASURING PROGRESS: YEAR 8

At Key Stage 3, students are assessed according to a flightpath. The purpose of this is to focus on the skills and knowledge that students are able to demonstrate at the point of assessment and those that are not yet evident to ensure that the teaching can be focused on closing gaps in student knowledge. To put students on their flightpaths, a broad range of data is triangulated including KS2 scores from primary school, reading ages, CATs scores and baseline tests in English and Maths. The attainment of students across these areas is used to put students on one of three flightpaths: extending (exceeding)/ expected / emerging.



AP2 Data from Year 7 is used to set students in Maths. These sets are based on their side of the register (Set 1-4 for ARW, CAM, CTW, LIN; Set 1-3 for MOR, SWL, WRD).

For all other subjects, students are taught in mixed ability groups. In PE and DT, this takes the form of a carousel format and includes students from 3-4 tutor groups. In the remaining subjects, students are taught in their form groups or mixed ability groups (PE and English) with progress measured against their own individual flightpath.

In addition to these sets, there is a small St Nicholas Group in each year to support students with specific learning needs. This class is supported by a Teaching Assistant alongside the class teacher to aid transition to secondary school and help them make rapid progress in preparation for GCSEs.

Class teachers assess student progress continuously through verbal and written feedback on both class and home learning. As a whole school, data is collected twice a year during Assessment Point 1 (Christmas) and Assessment Point 2 (Summer). During these weeks, all students are taken off timetable to follow an exam schedule, the results of which are reported back to parents in written reports. These reports will indicate whether a student is well above / above / on track / below / well below expectations in each subject in relation to their target.

PREPARING FOR GCSEs

To ensure students are given the best chance of success in their GCSEs by building in time to cover the increased content of the new GCSE examinations, students choose their options in Year 8. In addition to assessment data from AP1 (Christmas), where students can identify those subjects that they excel in according to their personal progress, students are supported in this process in a variety of ways during Spring Term:

1. Hustings assembly – all departments present an overview of what GCSE study in their subject looks like in a special assembly which gives students a whistlestop tour of the range of GCSEs on offer at Cardinal Pole;
2. 1-2-1 meetings with careers advisor – every student is given an individual appointment with our Careers Advisor, Mr J Howard, to discuss what they would like to do at GCSE and beyond to ensure that their subjects leave their future possibilities open;
3. Options Online training – all students are given personalised log ins which can be accessed through <https://rmunify.com/cardinalpole> and walked through the step-by-step process of option selection;
4. Options Marketplace – on the day of Parents' Evening, school closes for all students at lunchtime with the exception of Year 8. Our students then have an opportunity to attend a marketplace where every Head of Department has a stall to talk through in detail what each subject entails at GCSE;
5. **Parents' Evening on Thursday 7th March 2024** following options evening, all students attend Parents' Evening with their parents which is an opportunity to talk about their progress this year as well as prospective study in Y9.

The **final options deadline** is after Parents Evening on **Thursday 21st March 2024** and students are encouraged to use this time to speak to their class teachers, parents and tutors about their choices. It is critical that deadlines are met if they want to secure their first choices.

Students are given a wide range of choices from the following subjects:

ALL students study:	MOST Students study:	All Students choose 1-2 of:
English Language English Literature Mathematics Combined Science (2 GCSES) Religious Education AND One of the following humanities: History OR Geography	One of the following languages: French OR Spanish	Art OR 3D Design Business Hospitality & Catering Computer Science Drama Music Physical Education Sociology Triple Science

SUBJECT	ART
Head of Department	Ms K Place



	Autumn Term	Spring Term	Summer Term
What we teach and why	<p>Describing & Understanding</p> <p>Students begin by looking at the artist and designer Hundertwasser and learning how to fully describe his work and infer what it might be about. They work in the style of the artist to understand the process and research why it was made. This then allows students to fully analyse.</p>	<p>Perspective, Scale and Proportion</p> <p>1- and 2-point perspective techniques will be recapped and built on from those learnt in the DT Architecture projects. Students will learn about scale and apply these drawing processes to draw realistic and distorted views which can be used to tell a story.</p>	<p>Motif & Symbolism</p> <p>Inspired by the artist Franz Ackerman, students will build and expand on the use of the motif in conveying meaning symbolically, connecting people, places, and current issues. They will then combine these within a final outcome centred on Hackney and other significant places and people.</p>
	<p>Stamp Design</p> <p>Students build on their knowledge of designing to an illustration brief in an ecological project based on the Happy Man Tree which was lost due to Olympic village in Stratford. They apply the style of Hundertwasser who also campaigned for a better environment. Students also look at a range of contemporary Black artists who explore other social and political issues within their work.</p>	<p>Overlapping Composition and Positive and Negative Space</p> <p>Students will be introduced to how compositional techniques such as overlapping imagery can help develop narrative and meaning. Inspired by Anna Parkina, students will make visual the strong connections between people and place and emphasize this connection through artistic use of positive and negative space.</p>	<p>Reviewing and Refining in preparation for AP2</p> <p>Students will review their outcomes inspired by Anna Parkina and Franz Ackermann against success criteria and analyse how they could improve them. The one with the most potential will then be refined for the AP2 exam. Students will then be introduced how to use the process of tracing to make improvements.</p>

SUBJECT	COMPUTER SCIENCE
Subject Lead	Ms D Imo



	Autumn Term	Spring Term	Summer Term
What we teach and why	<p>Computer Architecture</p> <p>This will cover the hardware and software components that make up computer systems, and how they communicate with one another and with other systems. Students will look at how instructions are stored and executed within a computer system; understand how data of various types (including text, sounds, and pictures) can be represented and manipulated digitally, in the form of binary digits; be able to convert between binary and decimal, and perform simple binary arithmetic. The basic principles and architecture of local and wide area networks, ways of keeping data secure and simple encryption techniques are also covered.</p>	<p>HTML and website development</p> <p>Students will learn the basics of HTML and CSS, and how to create a responsive design which adapts to any size of screen. They will learn how to create text styles and add content as well as navigation links to other pages on their website and to external websites. The basics of good design are covered so students can develop their own templates which they will use to create their websites, including a web form.</p>	<p>Python Programming</p> <p>This unit will give students the programming skills to build a program that will respond to user input. Students will use for loops and compare their use with while loops, before moving on to arrays (lists), which are introduced as a new data structure and are used in conjunction with for loops. Procedures and functions with parameters are covered to help pupils understand the concept and benefits of modular programming.</p>

SUBJECT	DESIGN & TECHNOLOGY
Head of Department	Ms K Place



	Autumn Term	Spring Term	Summer Term
What we teach and why	<p>Introduction to Health and Nutrition</p> <p>This scheme of work is developed to enable pupils to learn how to cook a range of dishes safely and hygienically and to apply their knowledge of nutrition. In addition, they will consider the factors that affect food choice, food availability and food waste. Pupils will have the opportunity to work through the following contexts: Domestic and local (home and health); Industrial (food).</p>	<p>Biomimicry within Design: Pewter Casting</p> <p>Students will learn how to use Computer Aided Design software to produce jewellery designs inspired by the natural world. Once designed, they will use the laser cutter to cut moulds in plywood before melting pewter and casting to form 3D shapes. Throughout the project students will develop their practical skills in the workshop using a range of different tools and machines to produce their final outcome.</p>	<p>Textiles: Traditional Techniques Tote</p> <p>Students will research and sample traditional textiles techniques from a range of different cultures and learn how to use the sewing machine. They will then apply their new skills to fabric to produce a high quality, reusable tote bag. The project focuses on the impact of single use plastics on the environment and considers the responsibility that designers have to protect the natural world.</p>
<p>All projects have been planned backwards from the GCSE 3D Design specification, ensuring that students develop the practical skills and techniques required to succeed in this subject area. Home learning projects have been created to help students develop their understanding of the work of a range of contemporary designers, their influences, jobs that are available within the industry and how to form constructive and informed opinions on a range of design work.</p>			

SUBJECT	DRAMA
Subject Lead	Ms L Tavares



	Autumn Term	Spring Term	Summer Term
What we teach and why	<p>Hamlet</p> <p>Using the plot and characters of this Shakespearean text, students will be able to access Shakespeare without having the language as a barrier. Students will perform their own devised versions of key scenes from the play and explore the complex relationships. Students will explore the motives behind Hamlet's behaviour. Students should gain insight into why Shakespeare plays are considered timeless and why they are still relevant to a contemporary audience.</p>	<p>Lord of the Flies</p> <p>Students use scenes from the play in order to understand the role of the director in staging a performance- with a focus on blocking, subtext and status. Students will be introduced to the concept of Didactic theatre in which drama can be used as a tool to learn from. They will explore Brechtian techniques and apply these to the climax of the play in order to highlight the themes and message of the play.</p>	<p>Scary Play</p> <p>This imaginative script allows students to build on their exploration of genre from year 7. They will create drama pieces which show an understanding of tension demonstrating an ability to build to a climax using voice and movement. Students will be introduced to the convention of marking the moment which will allow them to emphasise key moments of a scene. Students will enjoy the opportunities for stylisation that this scheme of work provides.</p>

SUBJECT	ENGLISH
Head of Department	Mr M Ghany



	Autumn Term	Spring Term	Summer Term
What we teach and why	<p>The Bone Sparrow Through Zana Fraillon's poignant novel about refugees, students will develop their understanding of other places and people by exploring issues such as immigration and acceptance. They will also develop their skills of analysis and story writing. Students will deepen their understanding of the novel through reading contemporary non-fiction texts exploring the themes.</p>	<p>Frankenstein Students explore the Gothic through Philip Pullman's play adaption of Frankenstein. As well as building confidence at analysing play scripts and stage directions, students will also be introduced to extracts from Shelley's novel to introduce them to the demands of Victorian language and syntax.</p> <p>Literary Shorts Students will read a number of fiction texts from the past and present and explain, analyse and evaluate how writers use language and structure to achieve effects and influence readers. They will then use this learning to write their own travel account.</p>	<p>The Merchant of Venice Building on their year 7 knowledge of Shakespearean villains, students will analyse and evaluate Shylock and his stereotypical portrayal as a villain. Through this unit, students will gain confidence in approaching Shakespearean texts, skills that are required at KS4 and 5.</p> <p>Off by Heart Students will read a variety of poems and speeches and learn them off by heart. They will create a performance for their speech or poem to compete in our annual competition. This unit does not only prepare students for their Speaking & Listening exam by encouraging confidence and oracy, but also gives them an opportunity to engage with poems in a new way.</p>

SUBJECT	GEOGRAPHY
Head of Department	Mr J Crotty



	Autumn Term	Spring Term	Summer Term
What we teach and why	<p>China</p> <p>Students are looking at the ideas of industrialisation, development and change by looking at the economic, social and political factors at play in China. This helps to prepare them for looking at the environmental effects of industrialisation at GCSE whilst giving them the opportunity to have a depth knowledge of a case study</p> <p>Coasts</p> <p>In this unit, students look at the human and physical impacts on coastal areas. This is important preparation for GCSE but is also particularly relevant in today's debates about climate change</p>	<p>Development</p> <p>Students focus on Malawi and consider the different ways development can be measured and focus on what development is. They then consider how countries can escape from poverty and how aid could either help or harm a country like Malawi. Finally, they consider the role of Transnational Corporations in helping or hindering a country's development. This is used in comparisons at GCSE also.</p> <p>Tourism</p> <p>Students will study this Synoptic unit which will show both the advantages and disadvantages associated with the rapidly growing tourism industry. Particularly focusing on Gambia, Dubai and Benidorm</p>	<p>Weather and Climate</p> <p>Students will learn to identify the differences between weather and climate. They consider the factors that influence climate, particularly location and human effects before considering how climate affects our lives.</p>

SUBJECT	HISTORY
Head of Department	Mr J Rumsey



	Autumn Term	Spring Term	Summer Term
What we teach and why	<p>1600-1750 England: How enlightened was England by 1750? World: How was the world changed by the commoditisation of people?</p> <p>These topics consider how ideas, trade and people led to radical changes in society and the commoditisation of people. Was this an age of enlightenment?</p> <p>Students will: Explore who had the power in society; what life was like for ordinary people; develop a sense of chronology and period; love studying the past; learn to read and use sources critically.</p> <p>Key Concepts: Monarchy; Social Hierarchy; Democracy; Empire; Colonialism; Slavery</p>	<p>1750-1865 World: How did enslaved people fight for their freedom? England: How were people treated in Victorian London?</p> <p>These topics contrast the fight for freedom for enslaved people with the Industrial Revolution and the fight for rights for workers in England.</p> <p>Students will: Explore who had the power in society; what life was like for ordinary people; develop a sense of chronology and period; love studying the past; learn to read and use sources critically.</p> <p>Key Concepts: Slavery; Civil Rights; Resistance; Democracy; Technological Development; Urbanisation</p>	<p>1860-1970 World: How did black Americans achieve equality? England: How did people achieve equality in England?</p> <p>These topics compare the fight for equality for women and black people in both American and England. They allow students to explore the concept of rights and understand how people gain them.</p> <p>Students will: Explore who had the power in society; what life was like for ordinary people; develop a sense of chronology and period; love studying the past; learn to read and use sources critically.</p> <p>Key Concepts: Civil Rights; Resistance; Democracy</p>

SUBJECT	MATHS
Head of Department	Mr J Okosun



	Autumn Term	Spring Term	Summer Term
What we teach and why	<p>Students focus on basic number work to consolidate their numeracy skills that they encountered in the previous year. Then focus on area and perimeter of 2D shapes to improve on their numeracy skills and knowledge of shapes. Then finish off with algebra that they have encountered in the previous year but also some new content.</p> <p>After half term, students still focus on Number work but now focusing on the fractions/decimals and building on it with topics such as percentage increase and decrease. Then they will encounter basic ratio and proportion and progressing onto harder ratio topics as this is now one of the 5 big topics in GCSE exams. The students will then revisit collecting data and types of data which is a topic they encountered in the previous year.</p>	<p>Students focus on number work but special numbers such as primes, factors and multiples. Progressing on their algebra skills with simplifying expressions and expanding brackets. They finish off building on the transformations work from Y7 such as reflection, rotation, translation and enlargement.</p> <p>After half term students build on the data topics looked at in Y7, progressing onto much harder angle work such as angles on parallel lines and in a polygon and use of protractors – this should improve their overall knowledge and understanding of angles and use of mathematical tools. Then the focus shifts to the use of substitution in contexts such as linear sequences and linear graphs.</p>	<p>Construction is a hard topic to grasp and has been introduced in Y7 as an understanding of this topic is essential for their continued progress. Building on their understanding of accurately drawing triangles, students are introduced to constructing perpendicular bisectors.</p> <p>The students then develop their understanding of probability before exploring further percentages and conversion rates: an essential life skill. Finally, we prepare for the end of year AP2 assessments which covers all topics studied in Year 8.</p>

SUBJECT	MODERN FOREIGN LANGUAGES: FRENCH
Head of Department	Mr J Lunn



	Autumn Term	Spring Term	Summer Term
What we teach and why	<p>Students build on concepts developed in Y7 to describe their opinions on various aspects of free-time activities; use of technology, favourite types of music and preferred film genres. This enables an in-depth review of present tense conjugation of regular verbs and therein enabling discussion of other people's leisure activities while revisiting Y7 core knowledge for opinions and adverbs of frequency.</p> <p>After half term, students are given their first full exposure of the past tense, where they are taught how to narrate activities in the past through the prism of a holiday visit to Paris. Students also discuss preferred holiday activities and build towards AP2 by revising and preparing material that exhibits a knowledge of two tenses and a range of opinions.</p>	<p>Students begin the new year with a review of how to describe themselves and other people, revisiting the idea of gender and adjectival changes. They then move to more sophisticated discussions of their relationships with their family and friends, touching on reflexive verbs. They also discuss their taste in music, reviewing core structures for giving opinions and justifying them.</p> <p>Students revisit topics raised in Y7 to discuss their home and their local area in this half term. This entails review of places in town, and vocabulary for describing their environment. They are given an exposure to the future tense with regards to a future local event, with a cultural focus on French festivals such as <i>La Chandeleur</i>.</p>	<p>Students talk about their interests and skills through the topic of a talent competition. They give descriptions of different professions and hobbies, as well as recapping adjectives for personal descriptions. Students learn conjugation of irregular modal verbs to say what they can and must do, as well as gaining an insight into comparative and superlative adjectives.</p> <p>Finally, students prepare themselves for their end-of-year tests by recapping their knowledge of topics from across Y8. Students revisit core vocabulary, grammar and structures in consolidation material and prepare extended writing pieces based on success criteria. Students close out the year with a look into French culture, through the history and geography of the Francophone world.</p>

SUBJECT	MODERN FOREIGN LANGUAGES: SPANISH
Head of Department	Mr J Lunn

	Autumn Term	Spring Term	Summer Term
What we teach and why	<p>Students start Year 8 Spanish by building on Y7 knowledge of the present tense to gain a firmer grasp of conjugation through the topic of technology and media. They learn how to describe their use, and that of their family members of their mobile phone, as well as describing their opinions on music and film. They also begin to use the preterite to discuss what they did in the recent past (<i>ayer</i>).</p> <p>After half term, students then build on this introduction to the preterite through the topic of holidays last year. Students learn how to narrate activities in the past using a range of time expressions and different contexts. Students also review how to give their opinions on holiday activities, and develop confidence when discussing their holidays and opinions in the past tense in preparation for AP1 assessments in December.</p>	<p>Students start the new year by discussing food and their opinions of different meals. They learn to describe their mealtimes and review vocabulary for expressing opinions, as well as vocabulary for ordering food in a restaurant. They finish the half term with an insight into how to combine past, present and future tenses in extended writing.</p> <p>After half term, students learn transactional vocab for arranging to go out, saying what they would like to do while practising formulation of questions. They review reflexive verbs and time expressions through description of their daily routine. The half-term culminates with a look at sporting events, which provides a cultural dimension though which they are able to demonstrate their use of three tenses.</p>	<p>Students revisit familiar topic of home and local area from Y7 to describe holiday homes and their opinions thereof using the comparative and the superlative. They also review discussing potential holiday activities using modal verbs, before revisiting the use of three tenses ahead of a speaking assessment to consolidate knowledge of themes acquired in HT1-5. Finally students prepare for their End-of-Year assessments by revisiting topics from throughout the year. Students are given consolidation materials that prepare them for assessment style tasks.</p> <p>They are also formally assessed on their knowledge of key structures prior to applying these in their summative assessments.</p>

SUBJECT	MUSIC
Head of Department	Ms L Singleton



	Autumn Term	Spring Term	Summer Term
What we teach and why	<p>Chords</p> <p>Students will learn how to formulate major and minor chords, and how to perform them on keyboards and ukuleles. They will then add chords to a melody and a bass line, building up elements to create a song incorporating the use of the voice and music technology.</p> <p>The Blues</p> <p>Building on their knowledge of chords, learners will study the style of Blues music. We will explore the history and cultural significance of Blues music, as well as the musical features that make it what it is. Students will develop their performance skills through learning elements such as the Blues scale, swing rhythm and improvisation.</p>	<p>Film Music</p> <p>Through listening and performing, Year 8s will explore how film composers use music to reflect the action and emotion on screen. They will learn how to play famous themes from the James Bond franchise, and then use these ideas combined with their own to create the dramatic music for a film trailer.</p> <p>Fusion</p> <p>In the Summer Term, learners will explore how the elements of music can be used to change the style of a song. Students will fuse features of styles such as reggae, samba and pop to create exciting musical compositions using music technology.</p>	<p>What Makes a Good Song?</p> <p>Students will study pop songs from different eras and examine what elements are needed to make a good and memorable song. They will also study cover versions of songs to understand how the same melody and chords can be transformed to create a new sound. For their practical work, students will use all the knowledge and skills developed in KS3 to write and perform their own pop songs.</p>

SUBJECT	PHYSICAL EDUCATION
Head of Department	Mr W Lawn



	Autumn Term	Spring Term	Summer Term
What we teach and why	Trampolining	Basketball	Athletics
	Table Tennis	Handball	Volleyball
	Netball	Rugby	Fitness
	Dance	Badminton	Rounders
	<p>In team games and competitive situations, pupils are developing physical fitness, special awareness and co-ordination skills to improve their fine and gross motor skills. In athletics, pupils will learn the most effective and efficient techniques to maximise their performance in a number of disciplines, that will transfer into their performance of other sports and activities. They are also developing mental and social skills to develop their ability to problem solve, co-operate with others and develop their ability to communicate. Pupils will challenge themselves to utilise these skills to effectively communicate, co-operate and lead each other in devising strategies and tactics in order to outwit their opponents.</p> <p>In accurate replication (dance and trampolining), they will develop their physical fitness and their observational skills. They will also develop the ability to choreograph, constructively feedback to their peers and evaluate their own performance. They will be able to work co-operatively and communicate effectively with their peers. Through peer-assessment, they will be able use diagnostic feedback to alter and improve their performance.</p>		

SUBJECT	RELIGIOUS EDUCATION
Head of Department	Mr M Tisi



	Autumn Term	Spring Term	Summer Term
What we teach and why	<p>Liturgical Worship In our first module of the year, we look at the Mass, the centre of the Catholic life. We will look at the different parts of the Mass to understand the full impact of it. They will use these to evaluate and explore the importance of each section and gain a greater understanding of the Mass and importance of the Eucharist.</p> <p>Non-liturgical Worship In this module, pupils will look at the various types of non-liturgical worship; such as popular piety, pilgrimages and artwork. This will allow pupils to engage in the importance of these to the understanding of faith and the varying views on their use.</p>	<p>The Nature of the Church After Christmas, we will explore the Church and its nature. Pupils will engage in studies of Magisterium, Papacy and marks of the Church in order to gain a further understanding of the structure and role of the Church. They will then evaluate the importance of these in helping them living their faith.</p> <p>Catholic Social Teaching In this module, pupils will look at how the Church responds to social issues through studying Catholic Social Teaching and the role of Social Justice in the Church. They will engage in looking at the teachings of Jesus Christ on caring for others and evaluate the extent to which the Church puts these into action.</p>	<p>Islam In the final module of the year, we will engage in study of Islam, including the key beliefs and practices of Muslim life. This will help pupils understand the religiously diverse community of London and help them make links between people's beliefs and the expression of these in their daily life.</p>

SUBJECT	SCIENCE
Head of Department	Ms M Balogun



	Autumn Term	Spring Term	Summer Term
What we teach and why	Year 8 is an opportunity to expand on key knowledge acquired in year 7. All topics will match those learned last year but students' depth of understanding will be enhanced.		
	<p>In year 7, students learned about atoms, elements and mixtures. In year 8 students will build on this by gaining an insight into how the atom is structured and how elements are ordered in the periodic table. Students will look at the discovery of the Periodic table and use their acquired knowledge to investigate the reactivity of different groups. In Organisms, students will take their knowledge of cell structure and apply to our own body systems. In particular, students focus on the digestive and respiratory systems, and their learning not only looks at how these function correctly, but investigates how bad health can lead to disease.</p> <p>Students also expand on their knowledge of forces in this term and look at how forces cause stretching, turning and pressure in gases and liquids.</p> <p>Students finish off this term looking at energy and particularly how heat energy is transferred in solids, liquids and gases.</p>	<p>Students begin the spring term building on their knowledge of reactions from year 7 to look specifically at energy changes in reactions. Exothermic and endothermic reactions are commonplace in our world and students will get a chance to look at examples of these before investigating reactions of their own practically.</p> <p>Students then move onto looking at how energy cycles through ecosystems, particularly in the topics of respiration and photosynthesis. These two reactions underpin stability in our ecosystems and, in the topic 'Earth', students will look at this further in the carbon cycle. Also in 'Earth' students will get an appreciation of Earth's natural resources and how we use and extract them.</p> <p>Waves follows, and building upon both Year 7 and Earth, students look at how the properties of electromagnetic waves impact our Earth, in particular the Greenhouse Effect. Students will also investigate waves themselves using water.</p>	<p>To begin the summer term, students look again at the topic of genetics from year 7 but this time with a specific focus on the inheritance of specific characteristics as a result of the type of gene. Students here will also use Punnett squares to hypothesise the physical characteristics of offspring given their genes. They also begin to get an understanding of Natural Selection as a theory for evolution.</p> <p>They finish off with the topic of electricity in which they consolidate their understanding of energy transfer in a circuit by relating it to magnets and electromagnets. Students will get an opportunity to make electromagnets of their own.</p> <p>Following their summer exams, students will spend a week or so focusing primarily on skills needed to begin the GCSE course the following year.</p>

		After half term, students will take part in the annual British Science week. This week will be dedicated to fun practical investigations and students will produce a poster that matches this year's theme.	
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YEAR 8 HOME LEARNING TIMETABLE

Forms	Monday	Tuesday	Wednesday	Thursday	Friday
8 ARW	Music History	RE English	Computer Science French Science	Technology Maths Art	Drama Geography
8 CAM	Spanish RE	Art English Music	Computer Science Science	Technology History Maths Drama	Geography
8 CTW	Drama RE	English Computer Science	Technology Geography Science	Maths Art Music	History French
8 LIN	Geography Computer Science RE	English Music	Technology History	Maths Science	Drama Spanish Art
8 MOR	French Music	English RE	History Geography Maths	Drama Technology Art Computer Science	Science
8 SWL	Music Geography	Computer Science French English	Drama Maths	RE Technology Art	Science History
8 WRD	History Geography	Music Computer Science English	Maths RE	Science Technology Art Drama	Spanish
8 NIC	Science Technology Humanities	English Art	Music Computer Science Humanities	Spanish Drama	Maths