



St Bernard's High School

Year 8

Curriculum Newsletter

Spring 2019



Welcome to our Spring Term Curriculum Newsletter. The departments that teach your daughter have contributed to the newsletter to give you information about what you can expect her to be studying this term at St Bernard's High School.

RE

Year 8 students will study the story of creation. They will begin to understand some of the theological truths in the account of creation and how humans are made in the image and likeness of God and our call from God to be stewards. Students will then deepen their understanding of Holy Week starting at the triumphant entry into Jerusalem and ending with the resurrection on Easter Sunday. Students will be given the opportunity to reflect on the importance of the resurrection for humans today.

English

Shakespeare: Heroes and Villains

Writing assessment: Marie Claire editorial style interview with Cleopatra

Reading assessment:

Romeo & Juliet and Cleopatra

Compare the way Shakespeare uses language in the extracts to show how Cleopatra and Juliet feel about dying.

OR

Henry V and Richard III

Compare Richard and Henry's ability to use language. Consider:

How they use language to persuade and inspire/manipulate and beguile.

How their style reminds us of Elizabeth or Machiavelli

Speaking and Listening: Give a presentation on your personal hero or someone you consider one of life's villains

CLASS SPELLING BEE – there will be 2 weeks preparation for this.

Maths

Students in sets 1 and 2 will study: data handling, written calculations, solving equations, drawing graphs, equations of lines, transformations, real life graphs and solving equations with brackets. In addition, set 1 will also study rearranging formulae, rearranging the equation of a straight line, graphs of more complex functions, solving simultaneous equations graphically and forming equations.

Students in set 3 will study: averages, interpreting data, written calculations, multiplying and dividing by powers of ten, straight line graphs, transformations, real life graphs, charts and graphs, solving equations and working with fractions, decimals and percentages. In addition, students in set 3 use the "Numeracy Ninjas" booklets as starter activities in lessons to help them develop their numeracy skills which are required in all areas of mathematics as well as in other subjects.

Students are tested at the end of each half term on the topics they have studied. Their teacher will tell them the date of the test and provide a revision list.

All students have login details for MyMaths and will be set homework on this website in addition to their written homework.

Science

Students study 2 units in the Spring Term: "Forces" and "Gas Exchange and Respiration".

Assessment: Students will take a written test on each unit set in the final fortnight of the term. These tests will be available at 3 different levels of challenge: Foundation, Merit and Extension.

Resources: Your daughter can find copies of worksheets and presentations used in class on the Sciences site of the VLE

(<https://stbernardshighschool.sharepoint.com/sites/subjects/Sc/>)

and/or in her online class notebook, which she can find via her class team on the VLE. All resources are organised by unit title.

MFL – French

Unit 3: My identity

Talking about personality, talking about relationships, talking about music, agreeing, disagreeing and giving reasons talking about clothes, and talking about your passion.

Grammar: adjectival agreement, reflexive verbs, the near future tense, using past, present and future tenses together.

Assessment: Reading - (Literary text), Writing + translations, Listening, Speaking

Unit 4: My home

Describing where you live, describing your home, talking about meals, discussing what food to buy, and talking about an event.

Grammar: comparative adjectives, prepositions, different verbs to describe eating/drinking, "one needs", and using three tenses.

Assessment: Reading-(Literary text), Writing + translations, Listening, Speaking

MFL – Italian

Unit 3: Going out

Inviting friends out, saying at what time and where they meet up, declining an invite, ordering food in a bar, asking for prices, describing what they did last weekend.

Grammar: Using present and past tense together, conditional, negative form, adjectival agreement.

Assessment: Reading - (Literary text), Writing + translations, Listening, Speaking

Unit 4 – My home and daily routine

Describing daily routine, describing someone else routine, where you live, describing your home, explaining where things are, talking about meals, saying what you have for breakfast.

Grammar: reflexive verbs, prepositions, different verbs to describe eating/drinking, "one needs", and using three tenses.

Assessment: Reading-(Literary text), Writing + translations, Listening, Speaking

Assessment: Reading - (Literary text), Writing + translations, Listening, Speaking

MFL – Spanish

Unit 3 – Food

This covers saying what food you like, describing mealtimes, ordering a meal and discussing what to buy for a party.

Transcription and translations from and into English.

Grammar: using a wider range of opinions, using negatives, using the near future and using three tenses together.

Assessment: All skills

Unit 4 – What shall we do?

This covers arranging to go out, making excuses, talking about clothes and sporting events and describing a fancy dress outfit.

Transcription and translations from and into English.

Grammar: using 'I would like' + the infinitive, using irregular verbs, using reflexive verbs, using this/these and using three tenses together.

Assessment: All skills

Art

Year 8 will be investigating different cultures, focusing on their architecture. They will explore various techniques to record their observations of buildings from around the world. There will be a trip to the V&A Museum to enhance their experience of these different cultures, particularly focusing on the use of pattern on buildings. Students will have the opportunity to develop their own patterns based on their research and explore printing techniques to reproduce them. The final piece for this project will be an abstract sculpture combining the ideas of Constructivism with cultural patterns and real-life architecture. This will teach students about form, pattern and card construction skills.

Drama

This term, Year 8 will be exploring further techniques in Drama to develop the effectiveness of their dramatic work. Students will be exploring areas of Drama such as improvisation, Commedia D'ell Arte and scenes from Shakespeare. The unit will culminate in a performance of an extract of a script utilising skills developed over the term.

Food & Nutrition

Students complete a design and make task related to the bread making process where they make a batch of bread rolls. On completion of this task they are awarded a Silver Award certificate. The 'Eat Well Guide' is studied in more detail, with reference to the section on potatoes, bread, rice, pasta and other starchy carbohydrates. The practical activity related to this is the making of a risotto.

Geography

Students complete work on Asia by using a range of resources and skills to compare India with China for assessment purposes. Physical and Human Geography are integrated in a study of river landscapes and water use. Students research and report on a major flooding event of their choice. This is followed by the start of an individual research enquiry, which allows flexible learning through focused study of one human geography theme. A free choice is made from the following: Geography of Football; Geography of Crime; The Global Fashion Industry; The Global Tourism Industry; and The Population Time Bomb.

History

Year 8 will begin the Spring term by studying what it was like to live in Restoration London, considering events such as the Plague and the Great Fire of London. They will look at the changing ideas of the Enlightenment and how the power of parliament developed up to 1700. The second half of the Spring Term will look at the Transatlantic Slave Trade including the reasons for Britain's involvement, the abolitionists, and the legacy.

Music

MELODIES AND CHORDS + KEYBOARD SKILLS

Developing major and minor chords/bass clef

Performing a melody supported by chords

Assessment of performance using chords

USING SIBELIUS TO COMPOSE USING MELODIES AND CHORDS

Using treble and bass clef input 2 pieces and compose over a chord sequence

Assessment of composition using melody and chords

PE

The focus of the Year 8 Physical Education curriculum is 'Learning to learn, lead and developing growth mindset'. During lessons, students will participate in a number of sports to develop this. In the Spring term, students will take part in Netball, Badminton, Dance, Athletics and Fitness. Alongside the development of skills and tactics in each of the sports, emphasis will also be placed on developing resourcefulness, resilience, reflectiveness and reciprocity.

Furthermore, there is a wide range of extra-curricular clubs available to pupils so that they can further develop their skills in these sports. There are a number of exciting sporting competitions happening this term that through hard work in lessons and regular attendance to extra-curricular clubs, pupils might be selected to attend.

PSHE

Topics to be covered during this term:

Managing Depression + home fire safety (8F & 8M)

SMSC

Introduction to sex education: The centrality of Love

Sex Education 2

Anatomy of a puff: The Effects of Smoking + Home Fire Safety (8R)

Thinking for Learning: How do I work best with others?

Resistant Materials & Graphic Communication

Students will continue to develop their knowledge of 3D structures by designing and making a prototype for a product including its packaging, for a specified client: The Body Shop. This will build on what students have learnt about the importance of packaging, the environmental impact that over-packaging and superfluous packaging has on our communities and the world at large. During this unit, students will conduct market research, learned about Fairtrade, and developed their graphical skills.

Students continue learning about designers and their collective responsibility to design for the "common good" and will respond to a given brief with impressive innovative, unique and 'fit-for-purpose' solutions. Final product/prototypes, including packaging and merchandising products will be developed. Some students will develop a short animation/video advertising their product.

Textiles Technology

Students will be preparing for cushion production based on their choice of a world culture. They have begun by carrying out research into the culture and then producing designs inspired by that research. Templates will be made for the applique design and all fabrics cut and prepared. Students will then commence work on the manufacture of their cushion incorporating hand embroidery onto the final design. Students will investigate fastenings suitable for closing a cushion cover.

If you have any concerns or queries regarding the curriculum at St Bernard's High School, please do not hesitate to contact Mrs Bennett, Assistant Head Teacher.