

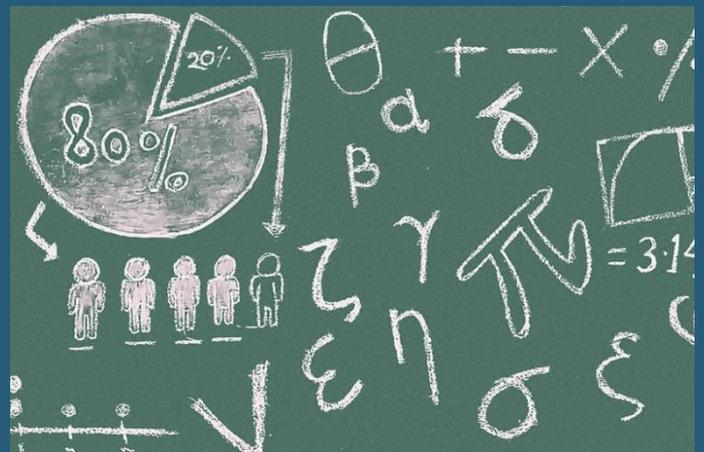
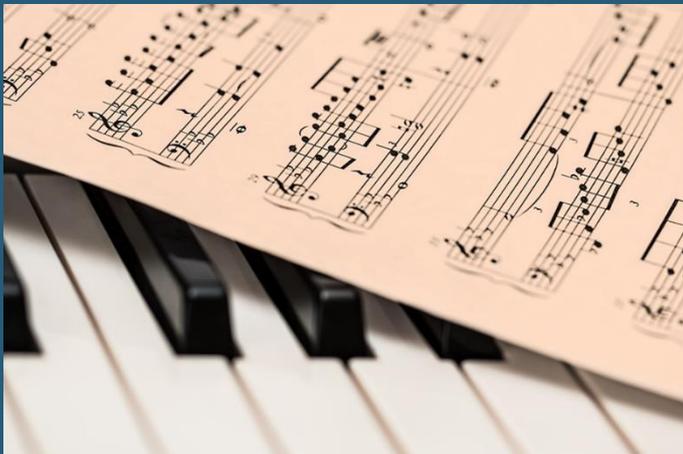


ST BERNARD'S HIGH SCHOOL

Year 8

Curriculum Newsletter

Autumn 2019



Welcome to our Autumn 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

Students have started a unit of study on creation. In this unit of study, students will explore different interpretations of the creation account in Genesis, as well as the key theological truths in Genesis in relation to the dignity of human beings and their relationship with God. Students will also consider our responsibilities as human beings and our role in caring for the world God has given us. After half term, students will then focus on the covenant God made with Moses and reflect on the message of Passover for us today.

English

TRANSITION: Tunnel Vision

Reading assessment

How does Alan Gibbons develop the idea of the darkness of being a living thing in his short story '*Tunnel Vision*'?

Writing assessment

Write your own ghost story

POETRY: The Gothic

Reading assessment

Compare how relationships are presented in '*La Belle Dame Sans Merci*' and '*Porphyria's Lover*'
In your answer you should consider the:

- poets' use of language, form and structure.
- the influence of the contexts in which the poems were written.

Writing assessment

Create the setting for a modern gothic style story using pathetic fallacy (and other techniques explored through the poetry study).

S&L opportunity

Prepare a choral reading / dramatic performance of one of the poems

Maths

Students will have a focus on topics within the areas of "Shape" and "Number", including: area and perimeter, geometrical reasoning (angles), constructions and loci, transformations, properties of numbers, fractions, decimals and percentages, estimation, standard form and negative numbers.

Students are tested during October of this term. Their teacher will tell them the date of the test and provide a revision list.

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

Science

Students study 2 units in the Autumn Term: "Gas Exchange and Respiration" and "Reactions of Metals".

Homework

Students are expected to complete a daily homework task for approximately 15min using the **Tassomai** application. Other tasks will be set as required to support learning for a lesson.

Assessment: Students will take a written test on each unit. These tests will be available at 3 different levels of challenge: Foundation, Merit and Extension. In the first instance students will make their own choice between the Foundation and Merit tiers.

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 1: talking about TV programmes, talking about films, talking about reading, talking about the internet, and talking about what you did.

Transcription, and translations from and into English.

Grammar: present tense of regular and some irregular verbs, using verbs like to go and to do, and the perfect tense.

Unit 2: Saying what you did in a famous city, saying when you did things, understanding information about a tourist attraction, saying where you went and how, and interviewing a suspect.

Grammar: the perfect tense of regular and irregular verbs, expressing opinions in the past and justifying, different forms of the perfect tense, and asking questions in the past.

Assessment: Listening, Speaking, Reading and Writing

MFL – Italian

Unit 1: Clothes and colours, likes and dislikes, clothes for different occasions, discussing fashion and style.

Grammar: revision of present tense verbs in -are, adjectives, present tense of reflexive verbs ("mettersi") and of "piacere", demonstrative adjectives: "questo", "questa", "quest'", "questi", "queste", revision of "avere" and "essere".

Unit 2: Television programs, likes/dislikes, details about programs (channel, time", agreeing what to watch, films, inviting someone to the cinema, asking questions about films.

Grammar: present tense, "preferire" (and other verbs) followed by the infinitive, modal verbs ("volere" and "potere").

Unit 3: Meeting up, place, time, agreeing, giving excuses, asking someone what they did last weekend, food and drink in a café, numbers.

Grammar: modal verb: "dovere", perfect tense with "avere".

Assessment: Listening, Speaking, Reading and Writing.

MFL – Spanish

Unit 1: Holidays. This will cover talking about a past holiday, saying what you did on holiday and describing an amazing holiday.

Transcription/ translations from and into English.

Grammar: using regular and irregular verbs in the past tense, using the present and past tense together.

Unit 2: All about me. This covers what you use your phone for, saying what type of music you like, talking about TV, saying what you did yesterday and talking authentic texts.

Transcription/ translations from and into English.

Grammar: revising the present tense, using the comparative, using the past and present tense in the first and third person.

Assessment: Listening, Speaking, Reading, Writing.

Art

Year 8 will continue with the theme of people that they had started to look at during the end of Year 7, but will now be considering the figure as a whole. They will learn to draw the figure in proportion and will explore Expressionism and how to convey emotions in their work through body poses and colour. Students will have a research homework project to complete mid-way through the term to develop their independence and develop a deeper understanding of Expressionism.

Drama

This term, Year 8 will explore the origins of theatre, starting with Ancient Greek theatre. Each lesson will focus on a different genre of theatre and will contain various specific tasks and objectives. Techniques such as choric movement, choric speaking and mask work will be introduced. By the end of the unit, students will have a good basic knowledge of a range of theatrical styles and their origins. Students will develop their knowledge on tableau and improvisation and apply these appropriately to each task set.

Food & Nutrition

Students review the safe use of food preparation equipment, in the making of a tasty stuffed jacket potato with a filling of their own choice. They progress to considering the range and implications in the use of electrical equipment in the kitchen and by discussing food trends they design and make a 'trendy cupcake'. The final topic of this term is meat and they make a toad in the hole.

Geography

Year 8 Geography begins with a look at the key features of Tectonic plates, tectonic plate boundaries, earthquakes, volcanoes and Tsunamis. Through the study of these physical Geography topics, they will gain an understanding that the world is a dynamic and changing place. The students will be assessed on their understanding and the knowledge gained on these important topics.

History

Students begin with looking at the challenges to the Catholic Church, considering whether the Reformation was a good thing and how religion was settled in the reign of Elizabeth I. They will be assessed on a comparison between religion in 1500 and 1553. The second half term considers the English Civil War. Students are assessed by a question considering the causes of the English Civil War.

Music

First Half Term:

DEVELOPING NOTATION

Skills update

Skills revision on treble clef
Bass clef notation Extension alto clef
and b Semitones/tones
Major scales
Assessment of notation/scales

Second Half Term:

MELODIES AND CHORDS + KEYBOARD SKILLS

Learning major and minor chords/bass clef
Working on melodies supported by chords
Assessment of chord knowledge

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 Autumn term, students will take part in Netball, Badminton and Gymnastics. In the Spring Term, students will take part in Dance, Fitness, Basketball, Outdoor Adventurous Activities and Athletics and finish with Tennis, Cricket and Rounders in the Summer Term. Alongside the development of skills and tactics in each of the sports, emphasis will also be placed on developing resourcefulness, resilience, reflectiveness and reciprocity. The students continue to develop their understanding of how to lead a fit and healthy lifestyle and also reflect on their own and others' performances and find ways to improve them. There continues to be many opportunities for the students to take part in lunchtime and after-school activities to improve their skills further.

PSHE

In Year 8 students further explore what being healthy means. They look at ways in which we can keep ourselves fit and healthy; including preventing infections. They develop an understanding of the pressures some people feel under to conform to body image stereotypes and reflect on the influence of media celebrities. In addition, there is a focus on nutrition and eating healthily. Puberty is revisited and leads into Sex and Relationships Education. We aim to develop self-esteem and the idea that it is ok to say "no". Students consider situations where saying "no" might cause them concern in all kinds of relationships in and out of school. We aim to increase the value of the whole person and all their qualities, not just the physical. Lessons focussing on Sex and Relationships Education will be rooted in Catholic teaching and students will reflect on the dangers of peer pressure, as well as considering the risks and damages of exposure to early sexual experience.

Later lessons deal with the issues of smoking, alcohol and drugs so that students are fully aware of the risks involved in such lifestyle choices. Student safety is also highlighted with a focus on cyber-bullying with advice on how to prevent this taking place. Bullying takes many forms and there will be consideration of homophobic bullying towards the end of the year. In addition, each tutor group will have a lesson on internet safety delivered by a representative from the Local Authority. The focus on the process of learning will be supplemented with lessons on improving communication skills. This will be important when students engage in what it means to be a responsible citizen. There will be a focus on Spiritual, Moral, Social & Cultural (SMSC) issues to reflect the Catholic ethos of the school.

Graphic Communication

This year students will expand their knowledge and understanding of the design process, packaging and 3D structures by investigating, designing and making a prototype for a specified product, including its packaging, for an ethical retailer/client, The Body Shop.

During this task students will learn about the importance of packaging, the environmental impact that over-packaging has on our communities and the world at large. They will, through a series of tasks including market research, understand that packaging not only protects a

product, it communicates a message and ultimately “sells” a product.

Students will learn that designers have a collective responsibility to design for the “common good” and they will respond to a given brief with innovative, unique and 'fit-for-purpose' solutions. During this unit, students will also undertake competitor research, learn about Fairtrade and develop simple graphical communication techniques.

Students will also gain an in-depth knowledge of nets with the aim of developing and designing their own complex 3D packaging solution. Students will expand their knowledge by investigating, disassembling and evaluating a range of commercial packaging. Students will also enhance their making skills through focused tasks in which they use a range of measuring, marking-out, cutting and a range of assembling techniques.

Textiles Technology

Students will select a culture to inspire the designing of cushion covers and will begin the year by carrying out research on the chosen culture. They will improve hand embroidery skills by embellishing a felt patch and students will also build on improving embellishment skills with an introduction to applique. An emphasis will also be on the importance of well-designed products.

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.