

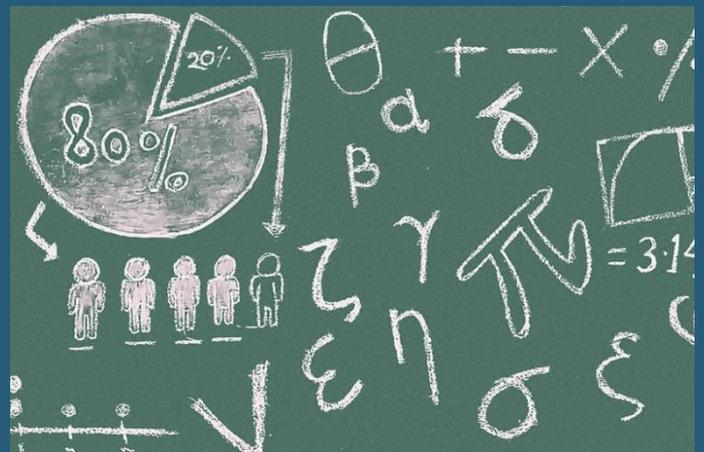
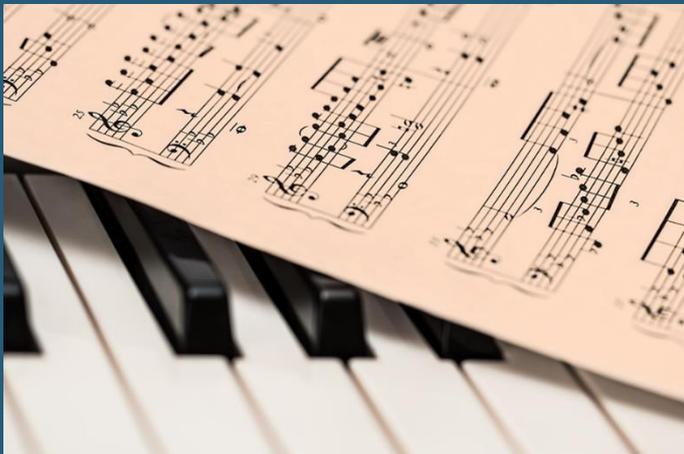


ST BERNARD'S HIGH SCHOOL

Year 8

Curriculum Newsletter

Autumn 2020



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. Assignments will be set, she will be able to seek help and support from her teacher and join in discussion using Microsoft Teams.

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 – 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 2: 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.

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 focus on different ways to portray a person. We will be discussing the principles of Photo-realism and Expressionism and teaching students various painting, printing and drawing techniques to respond to these Art styles through choice of facial expressions and colour. Students will have a research homework project to complete to develop their independence.

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 Technology

Students will begin their study this year by investigating the safe use of food preparation equipment. They will be introduced to "The Eatwell Guide" and understand the importance of the different food groups as part of a balanced and healthy diet.

They will prepare and cook a range of hot and cold dishes including coleslaw, pasta salad, fruit crumble and pizza. They will be challenged to achieve their bronze award through designing and making a batch of healthier muffins.

They will then progress on to a range of more advanced cooking tasks such as vegetarian lasagna, risotto, and trendy cake baking. Students will be given the opportunity to meet their silver award through a breadmaking task.

Geography

During this term, 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. The second half of the term will focus on studying earthquakes and volcanoes, including the impacts linked to these tectonic hazards

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:

Elements of Music

Pitch and Rhythm

Introduction of Alto and Tenor Clef

Sharps, flats, accidentals

Composition of rhythms and melodies

Assessment on knowledge and understanding of Pitch and Rhythmic Recognition

Second Half Term:

Song Writing (possibly keyboard skills if we have the provision to deliver whole class keyboard skills)

Assessment will be on content of Original Song and Performance of Original song

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 focus on Netball, Badminton 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. 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

In year 8 students will experience 1 term within each technology specialism including Graphic Communication, Textiles Technology and Food and Nutrition.

Students will begin their study the world of graphics and understand how it enhances our daily lives. They will begin to understand the processes that must be gone through in order to work to a given brief and create a successful design for a specified client. This would include researching, designing and evaluating for an illustration task.

They will then expand their knowledge, skill 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 a soft drinks' retailer.

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.

Textiles Technology

Students will begin their study of textiles this year through exploring the vast array of different textiles and their applications. They will start their practise of needlecraft and be challenged with a more challenging set of hand stitching techniques. They will also be introduced to the sewing machine for the construction of their product.

Students will select a culture to inspire the designing of cushion covers and will carry out research on the chosen culture. They will experiment with hand dyeing techniques in order to colour their fabrics. They will also use their hand-embroidery skills and students will also build on improving embellishment skills by designing and implementing a hand printed motif within their designs. There will be an emphasis will also be on the importance of well-designed and well-made 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.