



St Bernard's High School

Year 8

Curriculum Newsletter

Spring 2021



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 explore the mystery of the Eucharist. In this topic, they will reflect on the importance of Jesus as the 'bread of life' and understand the new covenant Jesus makes with us. Students will gain a full understanding of the different parts of the Mass, with particular focus on Jesus being truly present and how we can participate and live out the Mass in our daily lives.

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 will have a focus on topics within the areas of "Algebra", "Probability" and "Ratio and Proportion", including: simplifying algebraic expressions, substitution into formulae, solving and forming linear equations, rearranging formulae, straight line graphs, sequences, probability of events, experimental probability, sample space diagrams, Venn diagrams, probability tree diagrams, dividing in a given ratio, solving ratio problems and using map scales.

Students are tested during January 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 their final unit from: "Forces" and "Gas Exchange and Respiration" and "Chemical Reactions", complete a project on "Careers in Medicine" and then study one unit from "Electricity", "Metals" and "Skeleton, Muscles, Nutrition and Disease".

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.

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: All skills

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: All skills

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 light in Art. This will include understanding its religious significance as well as developing their knowledge of other cultures. Students will go to St Helen's church to draw the stained-glass windows and then explore printing methods to create patterns. Students will develop three-dimensional skills using wire to make a framework for a lantern which will be decorated with the patterns they printed. Students will have a choice as to whether that would like to study Oriental lanterns, Diwali lanterns or Medieval European lanterns. This will teach students about form, pattern and wire 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 skill developed over the term.

Food & Nutrition

Students are inducted in health, safety, and hygiene within their lessons, as well as learn about and develop their curiosity of different cooking methods and kitchen 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.

Students will put their knowledge and skills learnt into practice, where they will prepare and cook a range of hot and cold dishes, each contributing to the different areas of The Eatwell Guide, including coleslaw, pasta salad, fruit crumble and garlic bread sticks and dip. Students will be encouraged to evaluate all practical work completed, to reflect and continue to develop their personal kitchen skills. They will be challenged to achieve their bronze award through designing, planning, and making a batch of healthier 'breakfast' muffins.

Geography

Year 8 students will begin the Spring term finishing off their Restless Earth topic studies, and begin their studies of the Coasts topic, which will include studying the features found along the coastline of the British Isles, and the processes that are involved in shaping the coastline. The students will also study the options that are looked at in managing coastlines.

Graphic Communication

If you have any concerns or queries regarding the curriculum at St Bernard's High 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 will include researching, designing and evaluating for a branding and packaging project.

They will then expand their knowledge, skill and understanding of the design process, packaging and advertisement design by investigating, designing and making the packaging for a new fruit drink, for a soft drinks retailer and then create a magazine design to advertise it.

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.

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

In Music, the students are given the opportunity to develop and extend their learning and musicianship through a variety of topics. These include:

- Review and extension of elements of music, pitch and rhythm.
- Song Writing
- Scales Tones and Semitones -reading and writing scales and developing them into composition.
- Composition

- Indian Music
- Programme Music

Students have the opportunity to develop self-confidence and performance skills within a calm and focused learning environment.

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 several sports to develop this. In the Spring term, students will take part in Badminton, Dance, Skill-based Activities, 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. We have also introduced a well-being programme which is running alongside our curriculum to help educate students on general health and well-being issues.

PSHE

Topics to be covered during this term:

Managing Depression

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?

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 practice 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 build on improving embellishment skills by designing and implementing an applique motif within their designs. There will be an emphasis on the importance of well-designed and well-made products and they will be required to continually evaluate their own progress.

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.