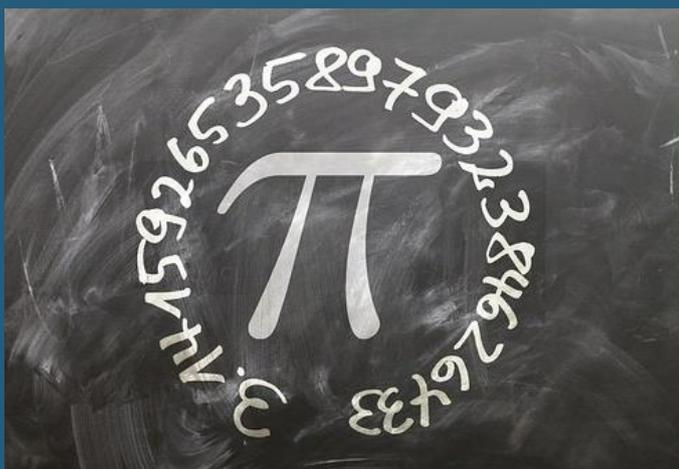
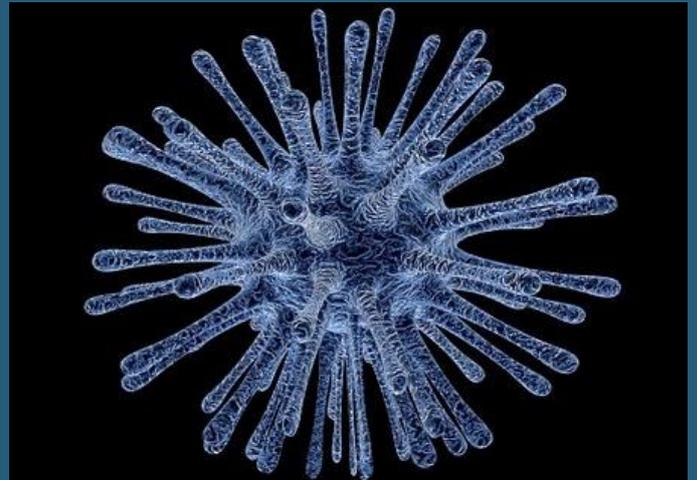


St Bernard's High School

Year 8

Curriculum Newsletter

Summer 2021



Welcome to our Summer Term Curriculum Newsletter. Each department has contributed to this newsletter, providing you with information detailing what you can expect students to study this term at St Bernard's High School.

RE

Students will study the first arrival of the Gospel in Britain and the first missionaries. This will lead to an understanding of the struggle between the Catholic Church and the State, and how present day divisions among Christians arose. Students will study, in depth, the sacrament of confirmation and how the Holy Spirit transformed the lives of the apostles. Students will be able to deepen their understanding of the gifts of the spirit and know about individuals whose lives have been transformed by the spirit.

English

Following completion of the Shakespeare 'Heroes and Villains' unit, students will spend six weeks studying two texts comparatively – an extract from Margaret Atwood's novel 'Cat's Eye' and the poem 'My Parents Kept Me from Children who were Rough – on the theme of bullying.

Reading assessment: Compare how the writers of 'Cat's Eye' and 'My Parents Kept Me from Children who were Rough' show what it is like to be bullied.

Writing assessment: Describe an encounter between a bully and her victim. You may describe the scene from either the victim's point of view or the tormentor's point of view.

Students will also be prepared for the End of Year 8 Examination, which is based on the AQA GCSE English Language Paper 2, using an RSPCA advert as their stimulus text. Students will undertake the following practice assessments to teach them examination technique:

Reading assessment:

Both writers present stereotypical views of animals. Compare how the two writers present the animals.

Writing and S&L assessment

"The RSPCA receives no government funding whatsoever." Write the text to appear on the RSPCA website in which you explain why animal welfare charities deserve more funding from the government.

The End of Year 8 examination will assess the following skills:

- comprehension
- summary
- language analysis
- persuasive writing

Maths

Students will have a focus on topics within the areas of "Data Handling", "Statistics" and "Shape, Space and Measure", including: averages and range, averages from frequency tables, stem and leaf diagrams, bar charts, pie charts, scatter graphs, questionnaires, sampling, bearings, 2D representations of 3D objects, volume and surface area, compound measures and Pythagoras' Theorem.

Students are tested during June 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 two units from: "Electricity", "Reactions of Metals" and "Skeleton, Muscles, Nutrition and Disease". They will then complete a project on "Space".

Homework

Students are expected to complete a daily homework task for approximately 10 min using the **Tassomai** application. Other tasks will be set as required to support learning for a lesson.

MFL - French

Unit 5 – My talents

This covers talking about talent and ambition, encouraging or persuading someone, describing a rehearsal for a contest, saying who is the best, the most, the least. Showing how much you can do with the French language, learning about the TV show 'Nouvelle Star'.

Transcription and translations from and into English.

Grammar: using the infinitive and the verb 'vouloir' (to want), using the modal verbs 'pouvoir' and 'devoir', using the imperative, using superlative adjectives, using a variety of structures and tenses.

Assessment: All skills

Unit 6 – Studio découverte

This covers awareness of world geography and French-speaking countries, awareness of science and how to plant a garden and awareness of history and the French revolution.

Grammar: use of the past tense, use of il faut+ infinitive, use of pour+ infinitive, positive and negative opinions in the past tense, use of on+ conditional tense

MFL – Italian

Tutti insieme 2 Unit 5 Buone feste!

This covers talking about dates, special events, festivals, greetings celebrating special occasions, favourite celebrations, describing past celebrations and giving and understanding personal information.

Grammar: Revising past tense for regular verbs, using past tense for irregular verbs and using demonstrative pronouns.

Tutti insieme 2 Unit 6 Viaggi e vacanze

This covers talking about transports, holidays, describing holidays, travel documents and making travel enquiries

Grammar: using past tense of irregular verbs, question words, giving opinions in the past tense and using the negative form.

Assessment: All skills

MFL – Spanish

Unit 5 – Summer

This covers describing a holiday home and holiday activities, asking for directions, talking about summer camps and describing a world trip.

Transcription and translations from and into English.

Grammar: discovering more about the comparative, using the superlative, using the imperative and learning more about using three tenses together.

Assessment: All skills

Revision of all modules studied this year

Drama

Students will continue with exploration and development of specific performance styles and techniques including developing their understanding of improvisation, the basic principles of Commedia D'ell Arte and how to effectively create tension in a piece of drama.

Geography

Students will continue their studies of the Environment topic, which has a focus on importance of the environment the various strategies and parties involved in its protection and conservation. The students will also gain knowledge of the UK's National Parks, and the positive and negative impacts of human activities on the UK's National Parks. The students will shortly be moving onto a topic case study of Italy. This will focus on different regions of Italy, and how they compare in terms of physical Geography and human Geography.

History

Students will begin the summer term with a study of the Industrial Revolution in Britain 1750-1900, looking at how industry, agriculture and transport developed during this time. They will then undertake a study of the American Civil War, in particular looking at the causes and consequences of this major event and finally complete the year with a murder mystery of Jack the Ripper!

Music

Music Students will study the following areas:

- Pitch and Rhythm
- Indian Music
- Programme Music
- Scales, Tones and Semitones
- Cartoon Music
- Listening and Appraising

Assessment: composition of rhythms and melodies
Composition of cartoon music

Assessment: performing/listening skills and analytical skills

PE

Students have participated in a range of sports throughout the year. This term the activities are initially Fitness and Athletics and then students will move onto some Striking and Fielding.

Students will look at a variety of events in Athletics including jumps, throws and track. Students will also cover a range of fitness activities that will teach them about healthy lifestyles and how to improve and monitor their own fitness levels. In Striking and Fielding, they will learn a series of techniques and strategies in sports like Rounders, Cricket and Tennis.

PSHE

Students will cover the following topics:

- Mentoring
- Anger Management
- Gambling & Debt
- Knife Crime

Technologies:

Students will begin their experience of Technology this year by spending 1 term within each technology specialism including Graphic Communication, Textiles Technology and Food and Nutrition.

Graphic Communication

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.

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

Food and 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.

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 (Curriculum).