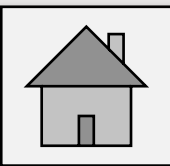


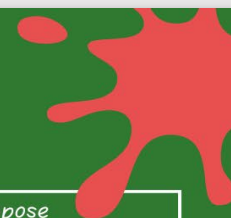
# Silverdale Year 8 Curriculum

<u>Art and Design</u>	<u>Computer Science</u>	<u>D&amp;T Core</u> <u>D&amp;T</u> <u>Enhanced</u>	<u>Drama</u>	<u>English</u> <u>English</u> <u>texts</u>
<u>French</u>	<u>Geography</u>	<u>History</u>	<u>Maths</u>	<u>Music</u>
<u>PE</u>	<u>PSHE</u>	<u>RE</u>	<u>Science -</u> <u>Biology</u>	<u>Science -</u> <u>Chemistry</u>
<u>Science</u> <u>Physics</u>	<u>Reading</u>			



# Y8 Art Learning Map

*How to be an artist*



*Use of Formal elements*

Line	Tone
Form	Colour
Texture	Pattern
Movement	Composition
Mixed Media	

*Have ideas and Ambition*

Own ideas	Imagination
Confidence	Expression
Reflection	Creativity
Make mistakes	Risk taking
Artist influence	

*Make Marks*

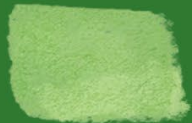
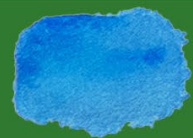
Exploring	Expression
Movement	Range
Experimenting	Using tools
Mixed media	Make mistakes
Risk taking	

*Observe*

Look	View
Coping	Recording
Interpret	Understand
Reviewing	Analyse
Artist Influence	

*Compose*

Ideas	Imagination
Design	Layout
Structure	Creativity
Risk Taking	Expression
Artist Influence	



*Combining The Formal Elements of Art - Architecture*

September to December

Drawing

Recording, observing and exploration

Observing, exploring techniques and refining skills

*Decay in Nature*

January to April

Print making

Recording, observing and exploration

Collagraph printing, mixed media and drawing

*Insects and Beetles*

April to July

Clay work

Develop skills and combine techniques

Drawing and clay work skills



# Year 8 – Computer Science (2 lessons)

Topic	Essential knowledge	Assessment	Links to resources
8.0: Intro	Expectations for year 8 and the transition from Y7 and to Y9	n/a	
8.1: E-Safety	Online identity: Social media; Gaming; Potential Threats; Safely using technology; Awareness of current trends and impacts.	Exam	<a href="#">Think You Know</a> <a href="#">NSPCC</a> <a href="#">BBC Bitesize</a>
8.2: How Computers Work	A progression from Y7 with many topics developed further. Introduction to binary and data representation. Links to GCSE content for Component 1	<i>Mini exam</i>	<a href="#">BBC Bitesize</a>
8.3: Python	Basic knowledge of algorithms and problem solving: Basic interaction with the IDLE; Using GCSE requirements for programming; Inputs/Casting/Variables; Designing programs; Creative skills	Write code to address a set of problems, and evaluate.	<a href="#">BBC Bitesize</a> <a href="#">Tutorials</a> <a href="#">W3Schools</a>
8.4: Photoshop	Using the skills introduced in Y7 to develop students awareness of the industry use of Photoshop; An understanding of body image and media pressure for young people; Creative skills; Evaluative skills to question what they see	<i>Create a digital artefact made in Photoshop.</i>	<a href="#">Tutorials</a> <a href="#">Photopea</a>
8.5: Web Design	Preparation for the Y9 project: Basics of web structure; Creative skills; Basic elements of coding; Resilience	<i>Design and create a website.</i>	<a href="#">W3Schools</a>



# Y8 CORE PRACTICAL ROTATIONS

## FOOD SCIENCE 1

International Cuisine  
Exploring international food and presentation techniques through a variety of recipes.



**READY  
STEADY  
COOK**

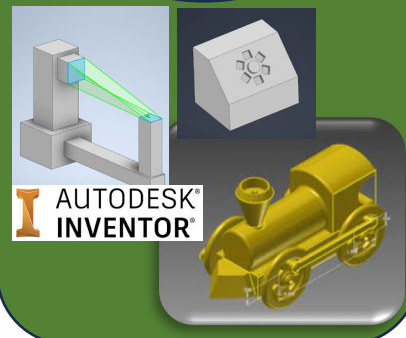


## FOOD SCIENCE 2

The Functions of Food  
Exploring the chemical and functional properties of food in cooking, including basic food hygiene and preparation/presentation skills.

## 3D CAD

Trains  
Advanced CAD skills using scale and measuring to create realistic models.



## 3D BUILD

Gaming Wheel  
Using advanced manufacturing skills and a variety of resistant materials to make a 3D functional product.



## 3D MODEL

Cardboard Prototyping  
Recycled cardboard model making a series of products including SLR/Digital camera prototypes.



# Year 8 – ENHANCED Learning Journey

Black Pen Sketching

Learn how to use black pen to communicate your ideas and how hatching creates various appearances.



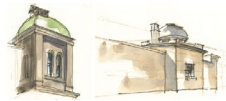
Artistic Pencils

Use coloured pencils on coloured paper to learn how you can achieve different effects in visual communication.



Watercolour Architecture

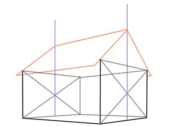
Create more complex architectural images using black pen and watercolour to communicate tone and texture.



Perspective Recap

Revisit perspective to refresh how to communicate accurately in 3D.

Perspective



Perspective Architecture

Merge previously learnt skills to create your own architectural designs using black pen and watercolour.



Branding

Learn how branding plays a vital role in promoting and advertising a product or company.



Menu Planning

Learn how menus are planned according to the target users and how various dietary requirements and preferences affect the way food products are designed.



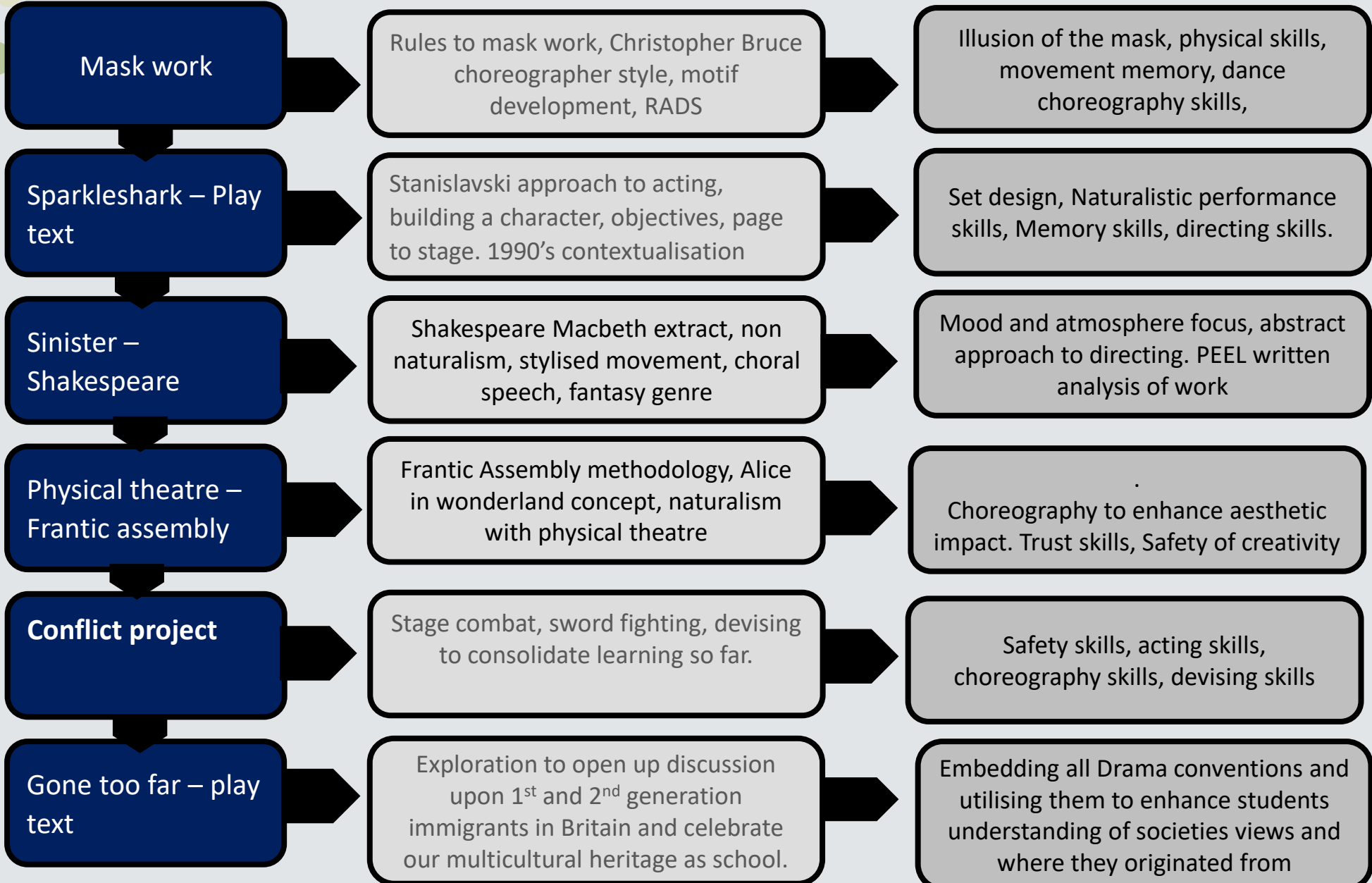
Food Outlet

Bring your skills together to create your own food outlet. From initial ideas to branding, planning and design.





# Year 8 – DRAMA – (2 hours)



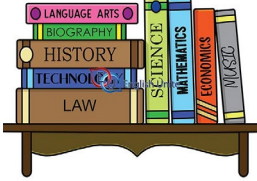






Support  
 - BBC Bitesize  
 - Live theatre

- Confidence
- Communication
- Problem solving
- Group skills
- Reflection
- Analysis
- Evaluation
- Self/peer/teacher assessment

**Dramalibraryonline.com**  
 Ask your teacher for the login.



# Year 8 English- “Voices Past and Present” (5 classroom lessons + 1 Library Lesson)

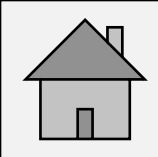
Topic	<p><b>Non-Fiction:</b> <u>Space: The Final Frontier?</u></p> 	<p><b>Novels:</b> <u>Voices overcoming adversity</u></p> 	<p><b>Poetry</b> from many cultures</p> 	<p><b>Short Stories:</b> <u>the Macabre genre</u></p> 	<p><b>Reading Skills in Focus</b> <u>GCSE Language Paper 1 and 2</u></p> 	<p><b>Debate!</b></p> 	<p><b>Drama:</b> <u>Battle of Ideas</u></p> 
What We'll Study	<p>We will look at a range of opinions on space travel and consider whether humans should live on Mars - and if they should, who will get the chance?</p>	<p>We will read one of these books, both which feature the perspective of a child who finds a way to overcome the hardships in their lives.</p> <ul style="list-style-type: none"> <li>• “A Kestrel for a Knave”</li> <li>• “Sawbones”</li> </ul>	<p>We will explore poetic voices from around the world and how diverse writers express their ideas.</p>	<p>We will read an anthology of classic and modern macabre tales and get a chance to write our own!</p>	<p>We will look ahead at the kinds of questions we have to answer at GCSE using a range of short extracts.</p>	<p>We will learn how to put on a proper debate around issues to do with our school lives!</p>	<p>We will read one of these controversial plays - “The Taming of the Shrew” and a celebrated adaptation of “Frankenstein.”</p>
What we'll ask you to do	<ul style="list-style-type: none"> <li>• Write a one-page opinion article</li> </ul>	<ul style="list-style-type: none"> <li>• Answer questions on plot, language, structure and themes</li> </ul>	<ul style="list-style-type: none"> <li>• Response to poetry</li> <li>• Either: essay paragraphs/ poem</li> </ul>	<ul style="list-style-type: none"> <li>• Creative writing - write a macabre short story</li> <li>• Missing scene writing</li> </ul>	<ul style="list-style-type: none"> <li>• Practice questions using a workbook</li> </ul>	<ul style="list-style-type: none"> <li>• Speech</li> </ul>	<ul style="list-style-type: none"> <li>• Answer questions on plot, language, structure and themes</li> </ul>
Some useful links:	<p><a href="#">BBC Bite Size</a> <a href="#">Accelerated Reader</a> Accessit: our school library app <b>The Library:</b> Silverdale school library has a wide range of novels, magazines, poetry, plays and short stories for you to enjoy!</p>						



# Year 8 – French (6 lessons or 3 lessons + Spanish )

Year 8	Learning cycle 1	Learning cycle 2	Learning cycle 3	Learning cycle 4	Learning cycle 5	Learning cycle 6
<b>Context</b>	Talking about your family & where you live	Talking about food	Talking about Holidays	Talking about festivals	Talking about food	Talking about media
<b>Grammar &amp; skills</b> Reading, listening, speaking, writing, phonics & reading aloud are taught throughout the course.	using 2 verbs together plurals complex numbers using de nous boire translation	ils/elles aller a ou/ou vouloir	perfect tense how to say 'in'	The present tense of regular –ir and –re verbs questions in the future tense Translation	pronunciation negatives past/present/future tenses	questions tenses opinions negatives
<b>Assessment</b>	Fortnightly vocabulary tests.	Fortnightly vocabulary tests Module 4 test.	Fortnightly vocabulary tests. Module 5 test (single language).	Fortnightly vocabulary tests. Module 2.1 test. Module 5 test (dual language).	Fortnightly vocabulary tests. Module 2.2 test.	Fortnightly vocabulary tests. Module 2.3 test. Module 2.1 test (dual language).

<p><b>All students are given a Knowledge Organiser booklet and an exercise book.</b></p> <p><b>Students are encouraged to buy:</b>  <a href="http://www.cgpbooks.co.uk/secondary-books/ks3/languages/french/fhr32-ks3-french-study-guide">www.cgpbooks.co.uk/secondary-books/ks3/languages/french/fhr32-ks3-french-study-guide</a></p>	<p><b>Wider reading:</b>  <a href="http://lepetitquotidien.playbacpresse.fr">lepetitquotidien.playbacpresse.fr</a></p> <p><b>A range of reading books in the school library</b></p>	<p><b>Useful websites:</b></p> <ul style="list-style-type: none"> <li>- Quizlet (vocabulary learning)</li> <li>- Pearson Dynamo online activities</li> </ul>	<p><b>Students who study 2 languages complete the course of study more slowly. Each unit takes approximately 11 weeks instead of 7 ; Module tests are later than indicated.</b></p>
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# Year 8 – Geography (3 lessons)

## Your Y8 Learning Journey

### 1: How much does my mobile phone cost?

This is another chance to investigate a familiar product. We learn about where the raw materials are from, where phones are manufactured and what happens to them when we throw them away. We can then assess how sustainable this industry is, for people & the environment.

### 3: What's it like to live in a mega city?

We investigate what life is like in Lagos, making sure we understand how our views will be biased. We learn about the rapid growth & development of Africa's largest economic centre, again assessing the impacts of this growth. We investigate the famous floating homes of Makoko & plan for their sustainable future.

### 2: How can we manage places in a sustainable way?

Firstly, we learn how global cooperation with the Antarctic Treaty has helped us manage Antarctica in a sustainable way. We then look at how cities can also be managed in a sustainable way, with a focus on transport, waste & heating. We then carry out some independent research into a number of important cities around the world to assess how sustainably they are managed, with the hope of identifying the world's most sustainable city.

### 4: What are the impacts of exploiting the world's rainforests?

Here we investigate the difficult choices & conflicts between economic development and environmental sustainability for a NEE located in the tropical rainforest. We then look at how we might use these forests in a more sustainable way.

### 6: How does the physical geography impact what a place is like?

This topic investigates how physical processes have shaped landscapes and influences the way people live in and use places. This is based on examples from the Peak District & a fieldtrip to Castleton with a focus on how the limestone geology has shaped the place.

### 5: What are the impacts of climate change?

This topic introduces the idea of climate justice by looking in detail at who causes climate change and where the impacts are worse. We then research & present our findings on a wide range of the impacts of climate change in different locations around the world from the Arctic to Australia.

Our big ideas are: Sustainability, inequality, awe & wonder, human & physical processes & globalisation



# Year 8 – History (3 lessons)

Topic	Essential knowledge	Assessment	Links to resources and revision
The Tudors	How did the Tudor Dynasty begin? What was the reformation and why did Henry VIII close Beauchief Abbey? Was the Spanish Armada the greatest military victory in English history? Why was a Queen held in Sheffield Castle?	Source, knowledge and understanding, written assessment.	<a href="#">The Tudors - KS3 History - BBC Bitesize</a>
The Stuarts	Should we celebrate bonfire night? Why did England go to war with itself? Why was Charles I executed? How did the heroic villagers of Eyam save Sheffield in 1666?	Formative assessment in class.	<a href="#">BBC Two - The Stuarts - Clips</a>
The British Empire	How did Britain come to having the biggest empire the World had ever seen? How should the British Empire be remembered? How did Gandhi change protest forever?	Formative assessment in class.	<a href="#">A summary of the British Empire - The British Empire through time - KS3 History Revision - BBC Bitesize</a>
The Industrial Revolution & the Importance of Mining	Was the “Industrial Revolution” a revolution? How is Sheffield’s Cholera monument a reminder of Sheffield’s industrial past? Why is mining so important to South Yorkshire today?	Knowledge & understanding, written assessment.	<a href="#">The origins of the Industrial Revolution - The Industrial Revolution - KS3 History - homework help for year 7, 8 and 9. - BBC Bitesize</a> <a href="#">History of Sheffield</a>
The Great War	What caused the First World War? Who were the Sheffield Pals Battalion? Why was the Battle of the Somme the most destructive war during WWI? Does the phrase “Lions led by Donkeys” suit the war effort? Was Germany treated unfairly after the Great War?	<b>Source, knowledge and understanding, written assessment.</b>	<a href="#">World War One - KS3 History - BBC Bitesize</a>



# Year 8 – Maths (6 lessons)

<u>1. Ratio and Scale</u>	<u>2. Multiplicative Change</u>	<u>3. Multiplying and Dividing Fractions</u>	<u>4. Working in the Cartesian Plane</u>	<u>5. Representing Data</u>	<u>6. Tables and Probability</u>
<u>7. Brackets, Equations and Inequalities</u>	<u>8. Sequences</u>	<u>9. Indices</u>	<u>10. Fractions and Percentages</u>	<u>11. Standard Index Form</u>	<u>12. Number Sense</u>
<u>13. Angles in Parallel Lines</u>	<u>14. Area of Trapezia and Circles</u>	<u>15. Line Symmetry and Reflection</u>	<u>16. Data Handling Cycle</u>	<u>17. Measures of Location</u>	

**Autumn Assessment**  
(45 min 'core' paper,  
45 min 'higher paper')

Links to  
resources:  
[White Rose  
Maths](#)







**Spring Assessment**  
(45 min 'core' paper,  
45 min 'higher' paper)

Revision:  
[White Rose  
Knowledge  
Organisers](#)

**Summer Assessment**  
(45 min 'core' paper,  
45 min 'higher paper')



# Year 8 – Music (2 lessons)

Topic	<p><b>The Blues</b></p> 	<p><b>Rock 'n' Roll</b></p> 	<p><b>Canon</b></p> 	<p><b>Composing with Ground Bass</b></p> <p>Music technology project</p> 	<p><b>Written in The Stars</b></p> 	<p><b>Battle of The Bands!</b></p> 
<p><b>What We'll Study</b></p>	<p>Students will develop their knowledge of chords, improvisation, keyboard skills and vocal skills. They will understand the history of The Blues and the genre's cultural significance.</p> <p>Students learn how to play the 12 bar blues chord progression on guitar/ukulele/keyboard and then add a walking bassline, improvisation and lyrics. They then work towards assembling a group performance</p>	<p>Building on their skills, students are taken on a journey of how Rock music developed through the 1950s onwards</p> <p>Throughout this unit they develop their instrument skills (keyboard, guitar, ukulele or bass) and vocal skills.</p> <p><b>Assessment 1: Performance</b></p>	<p>This topic focuses on student's notation reading, timing and keyboard skills whilst developing their understanding of the Western Classical Tradition. Students learn about Ground Bass, and it's function in music before learning to play this. This unit progresses to give students the opportunity to learn all the parts of Pachelbel's Canon independently before putting this together as an ensemble.</p> <p><b>Assessment 2: Quiz</b></p>	<p>Students use music technology to create their own Ground Bass composition</p> <p>Students are introduced to muse score music notation software and use this to compose their work.</p> <p>Students will develop their composing and music notation skills throughout this topics.</p> <p><b>Assessment 3: Composition</b></p>	<p>In this project students focus on their song writing skills. They learn about chord progressions, how to write a hook, riffs and melody as well as lyric writing in verse/chorus structure. Students present their work either as a live performance, recording or as a Bandlab project.</p> <p>Students work in bands/pairs to write their own hit single!</p> <p><b>Assessment 4: Quiz</b></p>	<p>In this unit students work together in bands to see who the best band in their class is!</p> <p>Students develop their instrumental skills (keyboard, bass, guitar, ukulele, vocals etc) and work on several songs to prepare for their final Y8 assessment.</p> <p>This unit prepares KS3 students with the ensemble requirements for GCSE as well as developing their ensemble playing musicianship.</p>
<p><b>What we'll ask you to do</b></p>	<ul style="list-style-type: none"> <li>• Learn a variety of parts on an instrument</li> <li>• Perform as an ensemble</li> </ul>	<ul style="list-style-type: none"> <li>• Learn a variety of parts on an instrument</li> <li>• Perform as an ensemble</li> </ul>	<ul style="list-style-type: none"> <li>• Learn a variety of parts on an instrument</li> <li>• Perform as an ensemble</li> </ul>	<ul style="list-style-type: none"> <li>• Compose a canon in the style of Ground Bass</li> </ul>	<ul style="list-style-type: none"> <li>• Learn to play the ukulele</li> <li>• Compose a song in a small group</li> </ul>	<ul style="list-style-type: none"> <li>• Perform as a band</li> <li>• Show their accuracy, fluency, performing and musicianship skills.</li> </ul>

Some useful links: **Your class Google Classroom page! All assessment criteria, parts and revision resources are uploaded there.**  
[BBC Bitesize](#)  
[Youtube](#)



# Year 8 – PSHE (2 hours)

Health and Wellbeing	Intro and personal development
Health and Wellbeing	Growth mindsets & building resilience
Health and Wellbeing	Mental health - let's talk about anxiety
Health and Wellbeing	Self awareness and emotional literacy
Health and Wellbeing	First Aid
Health and Wellbeing	Cancer awareness
Health and Wellbeing	Alcohol - units and safe drinking (mini AP1 1)

Health and Wellbeing	Digital Resilience
Health and Wellbeing	Body image Part 1
Health and Wellbeing	Body image Part 2
Health and Wellbeing	Eating Disorders & Disordered Eating
Living in the Wider World	Stereotyping & Discrimination
Living in the Wider World	Disability & Stereotyping
Living in the Wider World	Understanding Disability
Living in the Wider World	(AP 2)

Living in the Wider World	Understanding Extremism
Living in the Wider World	What is Radicalisation?
Living in the Wider World	What are British Values?
Living in the Wider World	Tolerance & Valuing Diversity
Living in the Wider World	Democracy Island

Living in the Wider World	UK Government - Political Parties & Parliament
Living in the Wider World	The Voting System (mini AP3)
RSE	LGBTQ+ & Allyship
RSE	Unhealthy Relationship - What is Grooming?
RSE	Healthy Relationships & Stages of Relationships
RSE	Understanding Conception

RSE	(AP 4)
RSE	Talking About Consent
RSE	Consent & Avoiding Assumptions
RSE	How Do We Stop Sexism?
RSE	Sexual Harassment
Living in the Wider World	Exploring Career Interests

Living in the Wider World	Work Patterns & Work Places
Living in the Wider World	Understanding Fraud
Living in the Wider World	Gambling Awareness
Living in the Wider World	What are Taxes & How Are They Used?
Living in the Wider World	How to Budget & Why It's Important
Living in the Wider World	Let's Have A Party!
Living in the Wider World	



# Year 8 – PE (4 hours)

Rugby	Football	Bball	Gym	Dance	Fitness	Handball
Spin pass technique Passing in formation More advanced rules Rucking and counter rucking Tackling	Ball control with different body parts Passing with both feet Dribbling with both feet Under pressure finishing Marking	Bounce pass Dribbling with both hands Jump-shot Progressed lay-ups Interceptions Guarding Blocking Rebounds	Advanced balances Cartwheels Jumps Twists Routines Flow/ transitions Tension Extension Control	Creating motifs Counts and beats Cannon Mirror Levels Aesthetics Travel Flow Performance	Fitness Tests procedures COF definitions Long-distance strategy Training types Flexibility and power Boxercise Muscles	Precision under pressure Dribbling with both hands Jump shots More complicated rules Marking Interceptions Blocking
Badminton	Hockey	Table tennis	Netball	Athletics	Cricket	S&F
Clears with power Backhand serve long Forehand serve long Dominating a rally Net shots Overhead drop Singles/doubles	Reverse push pass Reverse control Dribbling under pressure Indian dribble Slap shot Positions Jab tackle Complex rules	Top-spin serves Backhand serves Offensive strokes/top-spin Defensive strokes/slice /back-spin Smash Block	Catching on the move Varieties of passes under pressure Footwork Shooting under pressure Marking Dodging Advanced rules	Shot put Discus Javelin 100m/200m 800/1500m Relay - Order Long-jump Triple-jump High jump	Catching Throwing Line bowling Length bowling Defensive batting Drive Cuts Pulls	Bowling/ pitching Fielding (catching/ throwing) over longer distance. Directional batting. Tactics.



# Year 8 – RE (2 lessons)

Topic	Essential knowledge	Assessment
Who, where and what is God? (1 term)	Who or what is God like? The Judeo-Christian attributes of God. Where is God? Identifying Natural and Moral Evil; Can there be a God if bad things happen? Can religion help people deal with evil and suffering? Theodicies: Augustine, Irenaeus.	Mid module knowledge checker. End of unit: <ul style="list-style-type: none"><li>• Multiple Choice questions with 4 possible answers to each question. 30 marks available</li><li>• Extended written response using texts (Given a % mark).</li></ul>
Is religion misunderstood?	This module examines whether religion is misunderstood by exploring its impact on society, its association with terrorism and war, the perception of Islam in Britain, the role of women, debunking stereotypes, and the relationship between science and religion.	
What is philosophy?	This module explores fundamental philosophical and religious questions, covering topics like the nature of philosophy, Plato's views on reality, the concept of existence, evidence for the soul, human identity, the impact of technology on humanity, the paradox of Theseus' Ship, the relationship between belief and knowledge, and Gettier cases.	
Should Pi keep his faith?	<b><i>An investigation into the key religious and philosophical themes from book/film: Life of Pi by Yann Martel.</i></b> Is reason better than religion for understanding life? Is religion useless? Does Pi's suffering tell us something about God? Can stories be as truthful as facts? Can you believe in more than one religion? Should Pi have lost his faith?	

### Links to resources:

[www.therepodcast.co.uk/blog](http://www.therepodcast.co.uk/blog)

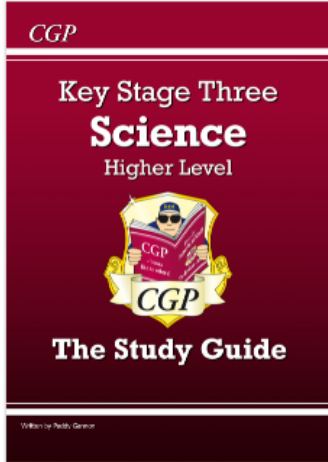
-BBC Bitesize RE KS3

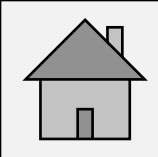
-BBC Learning Zone (videos)

-True Tube (RE short videos)

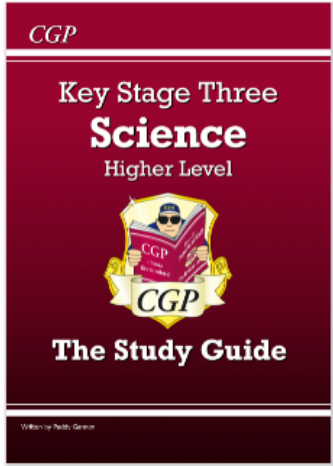


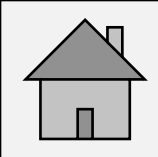
# Year 8 – Science Biology (2 lessons)

Topics	Essential knowledge	Assessment	Links to resources	Revision aids
<b>BIOLOGY:</b> Reproduction	Learning Pathways	- Regular homework set.  - 40 mark test at the end of each topic.	<a href="#">Reproduction - KS3 Biology - BBC Bitesize</a>	Key Stage 3 CGP Revision Guide.  
<b>BIOLOGY:</b> Respiration and Circulation			<a href="#">Respiration - Respiration - KS3 Biology Revision - BBC Bitesize</a>  <a href="#">The circulatory system - Respiration and gas exchange - KS3 Biology - BBC Bitesize - BBC Bitesize</a>	
<b>BIOLOGY:</b> Genetics and Environment			<a href="#">Inheritance and genetics - KS3 Biology - BBC Bitesize</a>	

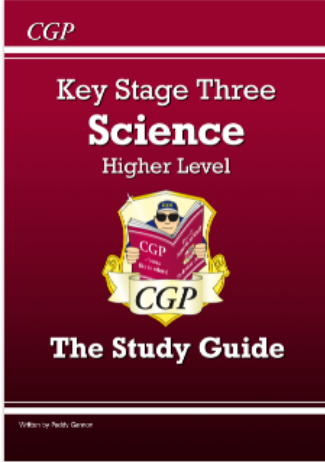


# Year 8 – Science Chemistry (2 lessons)

Topics	Essential knowledge	Assessment	Links to resources	Revision aids
<b>CHEMISTRY:</b> Simple Chemical Reactions	Learning Pathways	- Regular homework set.  - 40 mark test at the end of each topic.	<a href="#">Chemical reactions - Types of reaction - KS3 Chemistry Revision - BBC Bitesize</a>	Key Stage 3 CGP Revision Guide.  
<b>CHEMISTRY:</b> Atoms, Elements and Compounds			<a href="#">Atoms, elements and compounds - KS3 Chemistry - BBC Bitesize</a>	
<b>CHEMISTRY:</b> Solutions and Separation			<a href="#">Separating solids from liquids – filtration - Separating mixtures - KS3 Chemistry Revision - BBC Bitesize</a>	



# Year 8 – Science Physics (2 lessons)

Topics	Essential knowledge	Assessment	Links to resources	Revision aids
<b>PHYSICS:</b> Electricity and Magnetism	Learning Pathways	- Regular homework set.  - 40 mark test at the end of each topic.	<a href="#">Electricity- BBC bitesize</a> <a href="#">What is magnetism? - BBC Bitesize</a>	Key Stage 3 CGP Revision Guide.  
<b>PHYSICS:</b> Light			<a href="#">How light travels - Light waves - KS3 Physics Revision - BBC Bitesize</a>	
<b>PHYSICS:</b> Sound			<a href="#">Properties of sound waves - Sound waves - KS3 Physics Revision - BBC Bitesize</a>	



# Year 8 – Spanish (3 lessons)

Year 8	Learning cycle 1	Learning cycle 2	Learning cycle 3	Learning cycle 4	Learning cycle 5	Learning cycle 6
<b>Context</b>	Introducing yourself and family	Birthdays and pets/ Christmas Likes and dislikes / weather	Free time and sports	School and school subjects, school facilities	Family, physical descriptions and personality, describing where you live	Describing your town/city, telling the time, ordering in a café, future plans
<b>Grammar &amp; skills</b> Reading, listening, speaking, writing, phonics & reading aloud are taught throughout the course.	Definite article/ regular present tense verbs/ tener irregular/ adjectival agreements	Possessive pronouns irregular verbs: ser/ hacer. Verb gustar + noun/ + infinitive/ weather / hacer	Stem changing verbs including jugar	Full paradigms of regular verbs and adjectival agreements/ definite and indefinite articles,	Possessive adjectives, ser and tener, estar, third person verbs	Verb ir, verb querer, near future tense
<b>Assessment</b>	Fortnightly vocabulary tests	Fortnightly vocabulary tests Module 1 test.	Fortnightly vocabulary tests.	Fortnightly vocabulary tests Module 2 test.	Fortnightly vocabulary tests Module 3&4 test.	Fortnightly vocabulary tests Module 5 test.

**All students are given a Knowledge Organiser booklet and an exercise book.**

**Students are encouraged to buy:**  
[www.cgpbooks.co.uk/secondary-books/ks3/languages/spanish/sph31-ks3-spanish-study-guide](http://www.cgpbooks.co.uk/secondary-books/ks3/languages/spanish/sph31-ks3-spanish-study-guide)

**Wider reading:**

[\*\*Mi Semanal \(playbacpresse.fr\)\*\*](http://MiSemanal(playbacpresse.fr))

**A range of reading books in the school library**

**Useful websites:**

- Quizlet (for vocabulary learning)
- Pearson Viva
- Español Extra
- Conjuguemos.com

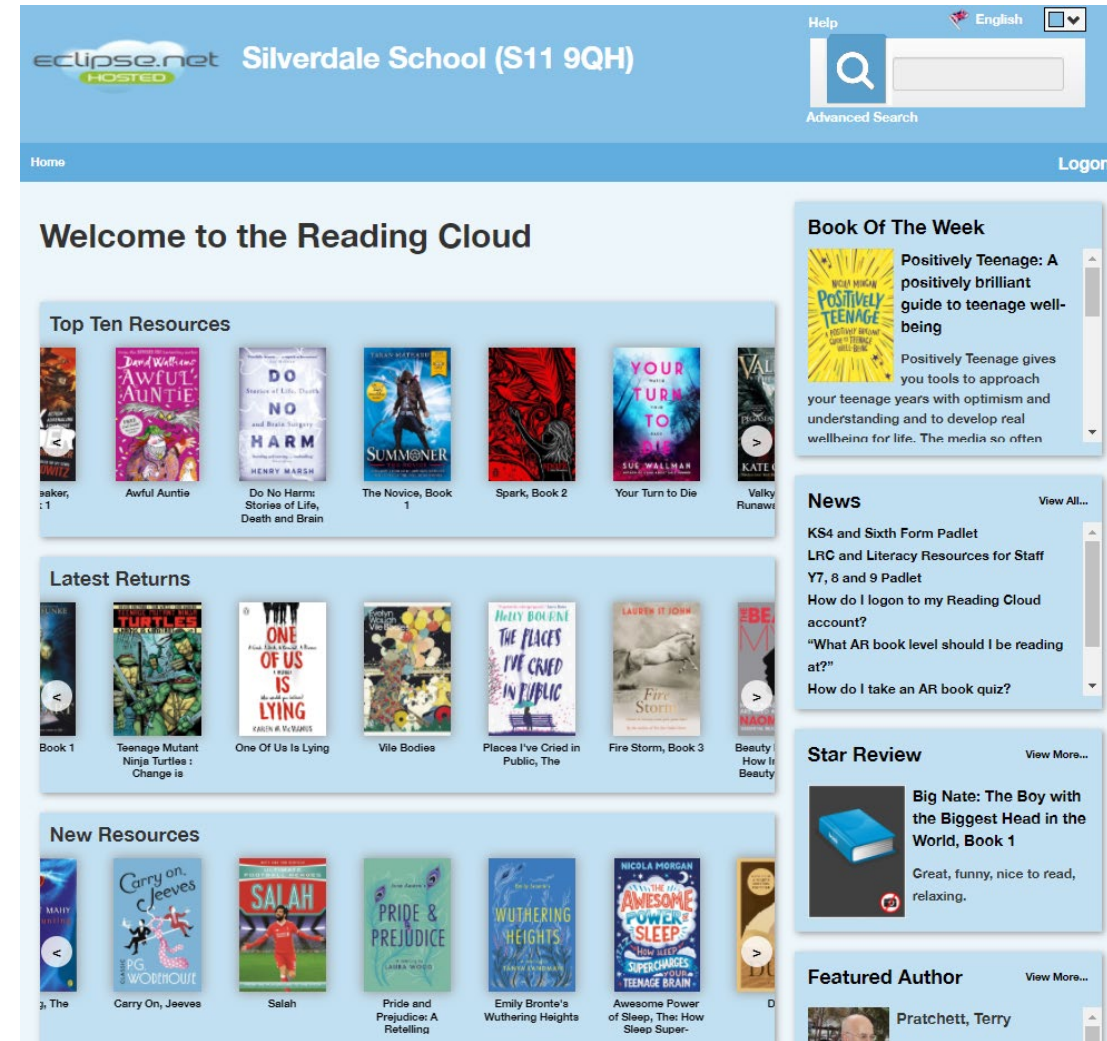
**Spanish students study 2 languages. They continue with French from Year 7 and do both languages for 3 lessons a fortnight.**



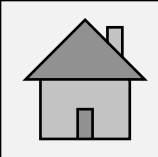
# Year 8 – Reading

In Year 8, students receive the following support with reading:

1. **Access to a well-stocked and staffed school library** – Students are free to use the library at lunchtime and break and can volunteer to be Student Librarians.
2. **Library lessons** as part of English. The lesson is designed to develop confidence and the enjoyment of reading: finding a book that you can enjoy, reading in silence and aloud, learning how to navigate a library and use books for research, learning about literary genres. This all contributes to a strong, whole-school reading culture.
3. **Accessit library app** – Accessit is our library management system. All students have an Accessit account and can browse the school library online and keep track of what they have borrowed. Features include curated reading lists by interest, subject and year group.
4. **Sparx Reader** – ongoing assessment of students’ reading age and ability through detailed reading for understanding.
5. **Additional support and mentoring** for reluctant and struggling readers.



The screenshot shows the Silverdale School Reading Cloud website. The header includes the school name and a search bar. The main content area is titled "Welcome to the Reading Cloud" and features three sections: "Top Ten Resources", "Latest Returns", and "New Resources". Each section displays a grid of book covers with their titles and authors. On the right side, there are three vertical panels: "Book Of The Week" featuring "Positively Teenage: A positively brilliant guide to teenage well-being", "News" with links to various articles, and "Star Review" for "Big Nate: The Boy with the Biggest Head in the World, Book 1". A "Featured Author" section at the bottom right highlights Terry Pratchett.



# Personal Development – Year 8

Form Time and  
assemblies

Careers

Student  
Leadership

Study Support

Student Voice

Extra-curricular



# Year 8 – Home Languages

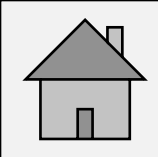
Silverdale School is extremely fortunate to have students who speak a wide range of languages at home from Gujarati, Persian and Arabic to Urdu, Chinese, Hindi and Turkish as well as a wide range of European languages such as Russian, Lithuanian, Portuguese, Italian, Spanish and German. Being bilingual is fantastic for students' brains and has been shown to improve their creativity, focus, decision making and thinking skills in all subjects.

In celebration of this, we are keen to ensure that students have the opportunity to be accredited in as many of these languages as possible. If your home language is not English, passing an exam in your home language can increase your child's confidence as well as adding to their range of qualifications.

Depending on your child's proficiency, this could be a GCSE or an A level. Last year, with support from home, some students achieved grades 8 and 9 at GCSE and one student achieved an A grade at A level. These high grades can be very helpful when applying to university or college or for jobs in the future.

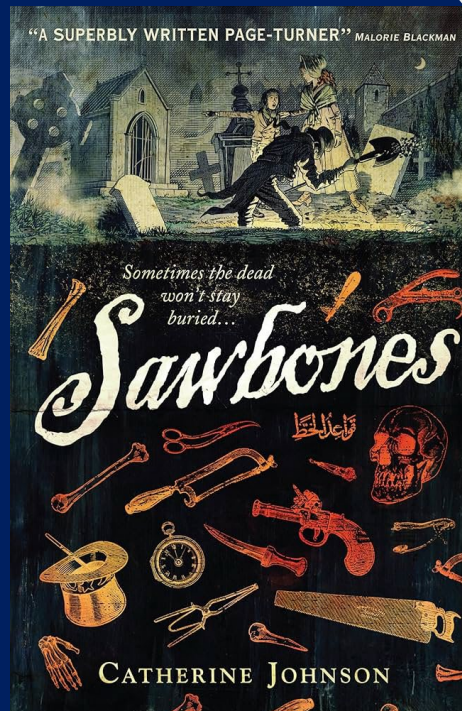
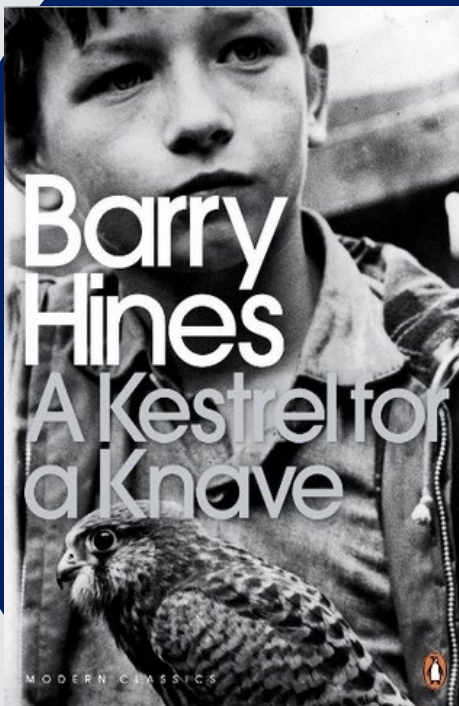
Each year in September we invite Year 9 to Year 13 students to elect to take a GCSE in their home language. We give them the opportunity to do a mock exam in January to practise and to decide if they are ready to do the exam and, if they are, we enter them for the exam.

In 2022 we had over 30 students taking exams in 13 different home languages. This really is something to celebrate!



# English novels and plays studied in Year 8

Novel – one of the following:



Drama – one of the following:

