



Lowton

Church of England High School

'YOU ARE THE LIGHTS OF THE WORLD'

YEAR 8 HALF TERM 2 PARENT GUIDE

Lowton Church of England High School

Parents' Guide to Year 8 - Autumn Half Term 2

Subject	What will your child learn?	What will my child know , and what will they be able to do by the end of the half term?
English	The focus for this half term is on reading a modern text. Students will read their modern text in class and will focus on the ways the writers use language and structure to create tension.	<p>Students will know about:</p> <ul style="list-style-type: none"> • Different ways that tension is created in a novel • The effects of language and structure on the reader <p>Students will be able to:</p> <ul style="list-style-type: none"> • Discuss, written and spoken, ways in which tension is created and the effect of these on the reader • Write a formal literature essay, using quotations • Analyse the writer's language choices, identifying techniques used and their effects
Maths	The focus for this half term is on introducing the topics of Pythagoras and straight line graphs. Students will also study a unit on charts	<p>In the Pythagoras unit, students will know about and be able to:</p> <ul style="list-style-type: none"> • Work out the length of short sides of a right angled triangle • Work out the length of the longest side of a right angled triangle <p>In the straight line graphs unit, students will know about and be able to:</p> <ul style="list-style-type: none"> • Plot a linear equation • Understanding the meaning of gradient • Work with parallel lines
Science	Pupils will cover the Science topics matter and electromagnets. The electromagnet unit will include magnets and electromagnets.	<p>Students will know about:</p> <ul style="list-style-type: none"> • Magnets and magnetic fields • Electromagnets and how to use them • Atoms, elements and compounds • The periodic table <p>Students will be able to:</p> <ul style="list-style-type: none"> • Describe how magnets interact • Explain how to make and change the strength of an electromagnet • Describe the difference between elements, compounds and mixtures. • Identify groups and properties in the periodic table

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RS	<p>The focus for the second half of the Autumn term is “What do Christians believe God is like?” Students will learn about the following:</p> <ul style="list-style-type: none"> • The nature of God • The Genesis account of creation • Science and religion • Human responsibility • Christians and the environment 	<p>Students will know about:</p> <ul style="list-style-type: none"> • Christian beliefs regarding the nature and meaning of life. <p>Students will be able to:</p> <ul style="list-style-type: none"> • Develop their knowledge and understanding of Christianity and philosophy. • Explain the importance & impact of Christian beliefs on the life of a believer. • Develop their evaluation skills, by considering matters of meaning, purpose and truth from a variety of perspectives. • Enhance their RS literacy skills through developing their explanations through the use of PEER paragraphs.
PSHE	<p>The focus of the second half of the Autumn term is the British government and safety in life. Students will learn about the following:</p> <ul style="list-style-type: none"> • Government in action • Political parties • Voting • Online safety • Managing risks • First aid • Offensive weapons 	<p>Students will know about:</p> <ul style="list-style-type: none"> • How the British government is structured and works • What democracy looks like and how it operates in Britain • How to identify and tackle online risks to their physical, mental and emotional well being • How to respond in potentially dangerous situations involving offensive weapons and physical injuries.
History	<p>Students will consider the following enquiry questions:</p> <ul style="list-style-type: none"> • Why did the Trans-Atlantic Slave Trade last so long? • Interpretations of abolition: Why did the Slave Trade really end? • Why didn't freedom mean equality in the USA? 	<p>Students will know about:</p> <ul style="list-style-type: none"> • The triangular journey and the trading at each point • The motivations of different groups who participated in the trade • The experiences of enslaved peoples - kidnap, Middle Passage, plantation life and resistance • Interpretations of abolition – Whig, Marxist, Black Revisionist and Modern • American Civil War, segregation and Civil Rights • Life chances in the USA for black Americans today <p>Students will be able to:</p> <ul style="list-style-type: none"> • Construct from memory the triangular trade and identify its key features • Analyse sources to identify useful information about enslaved people's experiences • Produce an extended, analytical response on the causes of abolition including recognising a range of interpretations • Consider the legacy of slavery and contribute to a debate on whether an apology and / or compensation should be given to the descendants of enslaved peoples.

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Geography	<p>In this unit pupils will tackle the concept of development and how it can be interpreted, measured and compared at a global scale.</p> <p>They will gain powerful knowledge about the speed of development and how this happens at different rates for countries. Students will need to consider a range of factors which can lead to faster or slower development of a region.</p>	<p>Pupils will:</p> <ul style="list-style-type: none"> • Understand the concept of development and appreciate different definitions of development • Understand that development occurs at different rates and times in different countries • Understand that there are regional disparities of development within countries • Identify reasons for poverty, including gender inequality • Understand how organisations work to support development <p>Pupils will be able to:</p> <ul style="list-style-type: none"> • Be able to describe global patterns of development, locating countries in different states of development • Identify development priorities for Nepal • Consider the state of development in Nepal • Identify regional inequality in the UK
French	<p>The focus of this half term is on being able to continue to describe their town and then move on to holiday destinations and activities in the target language. Students will practise using the four key skills in Modern Foreign Languages: Listening, Speaking, Reading and Writing.</p>	<p>Students will know how to:</p> <ul style="list-style-type: none"> • Say what there is and isn't in their local area • Understand and give directions • Give opinions about different towns and cities using more detail • Use a wider range of present tense verbs • Use a range of time phrases • Give a variety of country names • Give details about where they went using the past tense <p>Students will be able to:</p> <ul style="list-style-type: none"> • Confidently talk about their town using a wider variety of structures and phrases. • Use their French in real life situations by communicating with partner schools.

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Spanish	<p>The focus of this half term is to consolidate the topic of holiday destinations and activities in the target language. They will recap on some of the holidays vocabulary then start to link ideas from there with the next topic of media. Students will practise using the four key skills in Modern Foreign Languages: Listening, Speaking, Reading and Writing.</p>	<p>Students will know how to:</p> <ul style="list-style-type: none"> • Give a variety of country names • Say a variety of transports people use to travel to their holiday destination • Talk about when people go on holiday • Use a variety of vocabulary to describe holiday activities • Give basic opinions about holiday destinations • Give details about where they went using the past tense • Give opinions about how their holiday was and the activities they did on holiday. • Give a variety of reasons as to why they use a mobile phone in Spanish • Give details about their favourite type of music using the present tense. <p>Students will be able to:</p> <ul style="list-style-type: none"> • Begin to confidently talk about holidays, some free time activities and the media topic In Spanish and to understand other speakers. • They will be able to express more detailed opinions and give comparisons. • Use their Spanish in real life situations by communicating with partner schools.
Drama	<p>Students will consolidate their understanding of Commedia del' Arte this term then focus on the style of Melodrama. Students will understand the historical development of Drama and how Melodrama was developed.</p>	<p>Students will know the basic historical origins of the style and be able to use the following techniques and characters in practical work. The physicality of pupils' work will be the focus this half term.</p> <p>Students will know how to use;</p> <ul style="list-style-type: none"> • Slapstick • Lazzo • Stock characters, such as Pantalone, Capitano, Flavio, Isabella, Arlechino, Columbina and Pulcinella • <p>Students will demonstrate their knowledge of Melodrama using performances showing</p> <ul style="list-style-type: none"> • The stock characters from Melodrama • The exaggerated Melodrama style of performance • Stock gestures used to communicate emotions
Music	<p>During this half term, pupils will focus on the Blues. We will learn about the history of where the style originated and why it came about. After listening to and analysing different styles of the blues, we will develop our performance skills on pianos, guitars and bass guitars.</p>	<p>Pupils will demonstrate the learning and development of the following skills:</p> <ul style="list-style-type: none"> • Understanding the context of how the blues started. • Listening and analysis skills of different styles of the blues. • Perform - demonstrating key skills and techniques on their instrument.

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Art	Students will demonstrate their knowledge of Manga Comic book art through an A3 self-portrait.	Students will be able to demonstrate: <ul style="list-style-type: none"> • How to enlarge the proportions of a face when working from a photograph. • How to draw key Manga facial characteristics using pencil. • How to use coloured pencils for blending colour. • How to use coloured pencils to create gradients of tone.
Computing	Students will be focusing on Computer Crime & Cyber Security. Students will be looking at different types of Computer Crime and how to prevent them	Student will know about: <ul style="list-style-type: none"> • Different types of email scams • Computer Misuse Act • Protection against malware • Protection of Personal Data • Copyright Law • Health & Safety Concerns with the use of Computers Students will be able to: <ul style="list-style-type: none"> • Identify different types of email scams • Explain what is meant by hacking • Explain what different types of malware • Identify Copyright infringements • Suggest solutions to Health & Safety Issues
PE	PE will be taught on a carousel of sporting activities. During each carousel students will follow one or more of the following sports: Boys: football, rugby, handball, volleyball, fitness, badminton, trampolining, athletics Girls: football, hockey, handball, netball, fitness, badminton, trampolining, athletics, gymnastics, dance	In the sports covered in this half term pupils will: <ul style="list-style-type: none"> - Develop their ability to perform most core and some of the advanced skills - Perform consistently to a good standard of accuracy, control and fluency - Display the physical fitness required to perform effectively - Show a knowledge of making the correct decisions required to perform

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Design Technology	<p>Design Technology will be taught on a carousel therefore this guide provides information on the curriculum students will be following for the duration of the carousel block. This will often exceed the half term.</p> <p>In year 8 students will be on a carousel with food technology. They will spend two 9/10 week blocks in each area on a carousel system. This will allow them to visit both subjects before taking their options.</p> <p>Through a project centred around the work of Salvador Dali, students will further their design and making skills and theoretical understanding of materials by designing and making a clock as their main product. This project will allow them to work on a number of different machines, complete research and analysis and focus on their product development skills.</p> <p>Students will complete a range of both theory and practical tasks over the course of their two 9/10 week blocks in Design and Technology.</p>	<p>Block 1</p> <p>Students will know:</p> <ul style="list-style-type: none"> • Health and safety regulations within the workshop environment • How other designers work can influence our own designing • Why working from more than one perspective is a better way to move through a design journey • How and why we create detailed prototypes • How financial situations are affected in design • The environmental and working properties of some man-made boards and also plastics. <p>Students will be able to:</p> <ul style="list-style-type: none"> • List and explain health and safety regulations • Develop products showing the influence of others – Salvador Dali will be a key focus for this project • Create detailed prototypes to model their ideas • Explain how cost and transportation can affect profit margin • Demonstrate a clear understanding of MDF and it's working properties. • Demonstrate knowledge of thermo and thermoset plastics and be able to describe how the working properties affect how we work • Explain the environmental implications of producing and using MDF and sheet form acrylic <p>Block 2</p> <p>Students will know:</p> <ul style="list-style-type: none"> • How to use basic workshop machinery • How to use workshop hand tools • Marking out techniques • The reasons behind using Computer Aided Design and Computer Aided Manufacture • Why a product needs to have a high-quality finish • Why we evaluate products <p>Students will be able to:</p> <ul style="list-style-type: none"> • Use the sanding discs/ band facer • Use the pillar drill • Correctly and accurately use marking out equipment • Use CAD and CAM to design and cut a clock face • Critically evaluate their own and other people's products and suggest improvements

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<p style="text-align: center;">Food Technology</p>	<p>Food Technology will be taught on a carousel therefore this guide provides information on the curriculum students will be following for the duration of the carousel block. This will often exceed the half term.</p> <p>In year 8 students will be on a carousel with Design and Technology. They will spend 9/10 weeks in each area on a carousel system. This will allow them to visit both subjects before taking their options.</p> <p>Students will complete a range of both practical and theory lessons and will be expected to bring their own ingredients.</p> <p>Students will focus on: Menu planning, fats and a balanced diet.</p>	<p>Students will know about:</p> <ul style="list-style-type: none"> • Healthy eating and nutrition • How the eat well guide assists with healthy eating choices • How adapt a recipe to make it more healthy • To be able to distinguish the health risks in eating processed food on a regular basis in comparison to eating homemade. • To start thinking about making better food choices when buying food • The difference between saturated and unsaturated fats <p>Students will be able to:</p> <ul style="list-style-type: none"> • Prepare and cook healthy meals • How to design a recipe and develop improvements based on the eat well plate • Evaluate their own and products of others to critically analyse and inform their own ideas.