



Lowton

Church of England High School

'YOU ARE THE LIGHTS OF THE WORLD'

YEAR 8 HALF TERM 1 PARENT GUIDE

Lowton Church of England High School

Parents' Guide to Year 8 - Autumn Half Term 1

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 motivational speeches. Students will learn to analyse the language, structure and effect of several speeches, ranging from famous movie speeches to Shakespeare's Henry V.	Students will know about: <ul style="list-style-type: none">• The purpose and effect of a range of motivational speeches• The techniques used to motivate• The significance of Henry V's 'Band of Brother's' speech Students will be able to: <ul style="list-style-type: none">• Analyse the language, structure and effect of motivational language• Write formally and analytically about language, structure and effect.
Maths	The focus for this half term is on building an increased understanding of algebra, by improving upon the skills taught in year 7. Students will also study two units on angles.	In the algebra unit, students will know about and be able to; <ul style="list-style-type: none">• Change the subject of any formula, and substitute into said formula In the geometry units, students will know about and be able to; <ul style="list-style-type: none">• Construct accurate representations of triangles• Understand bearings and scale drawings.• Calculate missing angles in regular and irregular polygons
Science	Pupils will cover the Science topics organisation and matter. The organisation unit will include breathing and digestion. The matter unit will include elements and the periodic table	Students will know about: <ul style="list-style-type: none">• The digestive system• Gas exchange system• Atoms, elements and compounds• The periodic table Students will be able to: <ul style="list-style-type: none">• Identify the key part of the digestive and respiratory system• Explain the negative effects of certain substances on these systems• 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 first Autumn term is “What does it mean to be Sikh?” Students will learn about the following:</p> <ul style="list-style-type: none"> • Guru Nanak • The 10 Gurus • The Guru Granth Sahib • The Gurdwara • The Khalsa • The 5K’s 	<p>Students will know about:</p> <ul style="list-style-type: none"> • Sikh beliefs & practices <p>Students will be able to:</p> <ul style="list-style-type: none"> • Develop their knowledge and understanding of Sikhism. • Explain the importance & impact of Sikh beliefs and practices on the life of a believer. • Develop their evaluation skills, by considering controversial contemporary issues within Sikhism from a variety of perspectives. • Enhance their RS literacy skills through developing their explanations through the introduction of PEER paragraphs.
PSHE	<p>The focus for the first Autumn term is Culture and Values. Students will learn about what culture is, multiculturalism, beliefs, customs & festivals, equality, protected characteristics and values.</p>	<p>Students will know about:</p> <ul style="list-style-type: none"> • Culture in Britain • Benefits and challenges of living in a multicultural society. • Some of the beliefs, customs and festivals of citizens living in Britain. • Values and their importance to us as individuals and citizens living in the wider world. <p>Students will be able to:</p> <ul style="list-style-type: none"> • Explain their own opinion on issues affecting them as citizens. • Evaluate the importance of living in a multicultural society. • Identify why values are important to individuals and society.
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>During this term pupils will learn about the distribution of earthquakes and volcanoes, the processes responsible for earthquake and volcanic events and the landforms associated with them. They will investigate current knowledge about the prediction, prevention and management of earthquakes and volcanoes and understand why people continue to live in hazardous zones.</p>	<p>Pupils will know about:</p> <ul style="list-style-type: none"> • The theory of plate tectonics • How volcanoes and earthquakes are linked to plate tectonics • The dangers for people associated with these events • How scientists attempt to predict, manage and prevent these hazards <p>Pupils will be able to:</p> <ul style="list-style-type: none"> • interpret atlas maps, eye witness accounts, scientific evidence and public information material to investigate plate tectonics • describe and explain the theory of plate tectonics • categorise the impacts of tectonic hazards
French	<p>The focus of this half term is on being able to describe your town and local area in the target language. This will involve giving more complex opinions and reasons and understanding a wider variety of written and spoken texts. 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 <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.
Spanish	<p>The focus of this half term is on being able to describe 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"> • 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 <p>Students will be able to:</p> <ul style="list-style-type: none"> • Begin to confidently talk about holidays in Spanish and to understand other speakers. • They will be able to express basic opinions. • Use their Spanish in real life situations by communicating with partner schools.

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Drama	Commedia dell' Arte will be the style of theatre explored this half term	Pupils 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. <ul style="list-style-type: none"> • Slapstick • Lazzo • Stock characters, such as Pantalone, Capitano, Flavio, Isabella, Arlechino, Columbina and Pulcinella
Music	Pupils will develop their skills with rhythms within the context of Samba music of Brazil. The style involves complex, syncopated rhythms and features lots of call and response played on the traditional Samba instruments.	Students will be expected to: <ul style="list-style-type: none"> • Play a part within the polyrhythmic piece of Samba Reggae. • Demonstrate the ability to play a part in a break/introduction featuring call and response. • Compose their own break and perform as a small ensemble. • Attempt improvised solos exploring rhythmic ideas and phrases.
Art	Throughout the whole term students will produce work based upon the theme of "Manga Portraits". During the first half term students will research manga Art and draw facial features.	Pupils will learn about: <ul style="list-style-type: none"> • Manga Comic book Art. • The differences between Western and Eastern Superhero representation. • The proportions when drawing facial features. Pupils will be able to: <ul style="list-style-type: none"> • Produce research based upon Manga Art. • Use the research to produce small scale manga illustrations. • Produce a male or female manga portrait using colour and tone.
Computing	Students will be taught the potential dangers online and how to protect themselves. Students will be taught how to use the school computers and systems, including login and password details.	Students will know about: <ul style="list-style-type: none"> • Digital footprint • Cyberbullying • Online Grooming • Online Gaming • Sexting • Fake News • Other Online Risks & Dangers Students will be able to: <ul style="list-style-type: none"> • Protect themselves online from potential dangers • Student will know who to report any concerns to • Students will know how to report any concerns
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 - skills will be performed 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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<p style="text-align: center;">Design Technology (Block 1 & 2)</p>	<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.