



Lowton

Church of England High School

'YOU ARE THE LIGHTS OF THE WORLD'
YEAR 8 HALF TERM 3 PARENT GUIDE

Lowton Church of England High School

Parents' Curriculum Guide to Year 8 – Spring 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 this half term is on the completion of 'Stormbreaker' exploring the writer's craft. Focus will be on the use of language and structure to creating tension. The students will turn their focus on transactional (nonfiction) writing. Writing will focus on producing extended pieces that fulfil the requirements of the style and purpose of the texts.	<p>Students will know about:</p> <ul style="list-style-type: none"> • The use of narrative devices and how they are used to develop plot. • The different types of transactional writing. <p>Students will be able to:</p> <ul style="list-style-type: none"> • Structure different types of nonfiction • Identify, analyse and use persuasive devices.
Maths	The focus for this half term is on introducing the topics of straight line graphs and charts and quartiles.	<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 as a graph • Work out the midpoint and gradient of a line • Work out the equation of a straight line <p>In the charts and quartiles unit, students will know about and be able to:</p> <ul style="list-style-type: none"> • Draw different charts to represent a set of data • Interpret different charts and relate this back to the data set
Science	Pupils will cover the Science topics genes, reactions and forces. The genes unit will include evolution and inheritance. The reactions unit will include types of reactions and chemical energy. The forces unit will include contact forces and pressure.	<p>Students will know about:</p> <ul style="list-style-type: none"> • Evolution and inheritance • Different types of reaction • How to calculate chemical energy • The behaviour of different forces. <p>Students will be able to:</p> <ul style="list-style-type: none"> • Describe the theory of natural selection • Describe how characteristics are inherited • Write word equations for chemical reactions. • Describe endothermic and exothermic reactions • Describe how forces act on an object • Calculate pressure on an object

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RS	<p>The focus of this half term is 'Why are there good and bad people?' Students will examine the following topics:</p> <ul style="list-style-type: none"> • The Fall – Genesis 3 • Evil and suffering • Job • The temptation of Jesus • Christian responses to the problem of evil and suffering 	<p>Students will know about:</p> <ul style="list-style-type: none"> • What is meant by an ultimate question • How different Christian denominations respond to various ultimate questions <p>Students will be able to:</p> <ul style="list-style-type: none"> • Develop their explanations of contrasting/ different view points • Apply Christian teachings to contemporary questions of meaning and faith • Critically consider philosophical issues such as evil and suffering and the meaning of life
PSHE	<p>The focus of this half term is well being. Students will examine the following topics:</p> <ul style="list-style-type: none"> • Alcohol use • Legal and illegal drugs • Smoking, vaping & E-cigarettes 	<p>Students will know about:</p> <ul style="list-style-type: none"> • The law relating to the purchase and consumption of alcohol, drugs and cigarettes • The physical and mental effects of both short and long term use of alcohol, drugs and cigarettes. <p>Students will be able to:</p> <ul style="list-style-type: none"> • Consider the harmful effects of various chemicals on the body and brain • Will know where to go for further help and support for themselves or others
History	<p>Students will continue to focus on power and countries, including their empires, vying for power at the start of the twentieth century. They will engage with the following enquiries:</p> <p>Was the Great War inevitable?</p> <p>Which role did Empire Troops play in the war effort?</p> <p>Lions led by Donkeys? Is this an accurate or misleading interpretation of the leadership of the British Army during the First World War?</p>	<p>Students will know:</p> <ul style="list-style-type: none"> • The key causes of the First World War using the acronym MAIN (Militarism / Alliances / Imperialism / Nationalism) • The long-term, short-term and trigger factors for war • The role of the assassination of Franz Ferdinand in causing war • The role that British Empire troops played in fighting for Britain during the First World War • The key features of the Battle of the Somme and life in the trenches/ on the front line • That there are different interpretations of General Haig and his leadership and that historians have revised their interpretations, affected by the time at which they were writing <p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify causes, classify them and prioritise, explaining their thinking • Engage with source material to extract the role that Empire troops played the war • Evaluate interpretations to help make a personal judgement about General Haig's abilities as a leader

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Geography	<p>The focus of this half term will be to understand how physical processes which as glaciation, erosion and climate change impact the natural and human environment. Students will explore their impact on the environment.</p>	<p>Students will know:</p> <ul style="list-style-type: none"> • Understand that the worlds distribution of glaciers varies through time • Understand how glaciers erode, transport and deposit material • Identify and describe glacial erosion and depositional landforms • Identify how people use glacial land forms • Understand how glaciers are changing especially in recent times due to impacts of climate change <p>Student will be able to:</p> <ul style="list-style-type: none"> • Analyse a topological map of a glacier • Identify glacial landforms on OS maps • Interpret satellite images and repeat photography of glacial landforms to investigate change over time • Explain the formation of physical features in order using geographical terminology using annotated diagrams
French	<p>The focus of this half term is on being able to continue 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 • Give details about where they went using the past tense • Talk about going out on holiday and use some reflexive verbs • Ask for food and drinks on holiday • Use a variety of vocabulary to describe holiday activities and plans • Give basic opinions about future plans using 'je voudrais +infinitive' construction <p>Students will be able to:</p> <ul style="list-style-type: none"> • Begin to confidently talk about holidays in French and to understand other speakers. • They will be able to express basic opinions. • 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 on being able to describe different types of media and media related 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 reasons as to why they use a mobile phone in Spanish • Give details about their favourite type of music using the present tense. • Talk about TV programmes and start to make comparisons about them. • Give an account of what they do now and did in the past during their free time using the present and past tenses. • Understand TV guides and express opinions using authentic texts. <p>Students will be able to:</p> <ul style="list-style-type: none"> • Begin to confidently talk about media and free time in Spanish and 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>The focus this half term is to complete the work on Melodrama.</p> <p>Pupils will then be given stimuli for devising based around the theme of Discrimination</p>	<p>Students will know how to; 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 <p>Students will be able to perform simple Melodrama plots and understanding the historical importance of Melodrama in theatre and film.</p> <p>Pupils will investigate the theme of Discrimination and work at creating polished performances with a clear message. This work will be completed next half term.</p>
Music	<p>During this half term, pupils will take a journey of history of popular music in the 20th century. Students will see the big developments occurring during each decade from the 1950s to now. Pupils will perform a piece of popular music as an ensemble.</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 different styles of popular music came about. • Listening and analysis skills of different styles within popular music inc. Rock 'n' Roll, 60s pop, rock, dance, britpop etc. • Perform demonstrating good ensemble musicianship.
Art	<p>During this half term students will learn about the Aztec culture and artwork. Using this research pupils will design and create a collagraph block and subsequent prints.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Research Aztec artwork. • Create an Aztec design using coloured pencils. • Use tone and blending of colour with coloured pencils. • Use mixed media materials to produce a textured collagraph surface. • Apply ink to the collagraph block and roll to produce a series of prints.

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Computing	<p>The focus this half term will be on Understanding how the computer works.</p>	<p>Students will know:</p> <ol style="list-style-type: none"> 1. Software 2. Hardware 3. Input devices 4. Output Devices 5. Storage Devices 6. CPU 7. RAM 8. ROM 9. The Fetch Execute Cycle <p>Students will be able:</p> <ol style="list-style-type: none"> 1. Identify different component parts of the computer. 2. Identify the correct piece of hardware for the given task 3. Identify the correct piece of software for the given task 4. Identify the correct storage device for the given task 5. Explain the purpose and differences between RAM & ROM 6. How computers process information
PE	<p>PE will be taught on a carousel of sporting activities. During each carousel students will follow one or more of the following sports:</p> <p>Boys: football, rugby, handball, volleyball, fitness, badminton, trampolining, athletics</p> <p>Girls: football, hockey, handball, netball, fitness, badminton, trampolining, athletics, gymnastics, dance</p>	<p>In the sports covered in this half term pupils will:</p> <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</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.