



# Lowton

Church of England High School

'YOU ARE THE LIGHTS OF THE WORLD'  
YEAR 8 HALF TERM 4 PARENT GUIDE

# Lowton Church of England High School

## Parents' Curriculum Guide to Year 8 – Spring 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?
<b>English</b>	<p>The focus for this half term is on poetry. Students will experience a range of poetry on the theme of family and relationships. They will develop their skills of analysis, focusing on the different features the writers have chosen to use. Students will develop their knowledge of the importance of word choice, structural choices and context.</p>	<p>Students will know about:</p> <ul style="list-style-type: none"> <li>• Different poetic terms and how/why they are used</li> <li>• The effect of a writer's choices on the reader</li> <li>• The importance of context on both the poet and the reader</li> </ul> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Read and extract meaning from several poems</li> <li>• Explain some of the choices the writer has made, perhaps making more than one suggestion / focusing on details of language and structure.</li> <li>• Refer to the poem to justify their ideas, often with quotations</li> </ul>
<b>Maths</b>	<p>The focus for this half term is on introducing the topics of laws of indices and standard form.</p>	<p>In the Indices unit, students will know about and be able to:</p> <ul style="list-style-type: none"> <li>• Evaluate the rules when multiplying and dividing powers with the same base number</li> <li>• Work out a more efficient method for simplifying algebraic terms</li> </ul> <p>In the standard form unit, students will know about and be able to:</p> <ul style="list-style-type: none"> <li>• Converting between standard form and ordinary numbers</li> <li>• Using the four operations with standard form</li> </ul>
<b>Science</b>	<p>Pupils will cover the Science topics waves, energy and ecosystems. The waves unit will include wave types and radiation. The energy unit will energy transfer and radiation. The ecosystems unit will include respiration and photosynthesis.</p>	<p>Students will know about:</p> <ul style="list-style-type: none"> <li>• The different types of waves</li> <li>• Energy, power and radiation</li> <li>• Respiration and photosynthesis</li> </ul> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Describe radiation</li> <li>• Model a wave</li> <li>• Make the link between energy, power and machines</li> <li>• Describe the transfer of energy</li> <li>• Describe the process of respiration with and without oxygen</li> <li>• Describe the process of photosynthesis</li> </ul>

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<b>RS</b>	<p>The focus of this half term is 'Why are there good and bad people?'</p> <p>Students will examine the following topics:</p> <ul style="list-style-type: none"> <li>• Prejudice &amp; Discrimination</li> <li>• Religion and belief</li> <li>• Overcoming prejudice – Corrymeela</li> <li>• The life and work of MLK</li> <li>• The influence of religion</li> </ul>	<p>Students will know about:</p> <ul style="list-style-type: none"> <li>• The origins and types of prejudice and discrimination</li> <li>• How religious people respond to prejudice and discrimination</li> <li>• Social action to end prejudice and discrimination</li> </ul> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Explain religious views on equality</li> <li>• Assess the impact of religious teachings on the lives of believers</li> <li>• Evaluate the effectiveness of social action</li> </ul>
<b>PSHE</b>	<p>The focus of this half term is Careers and Money.</p> <p>Students will examine the following topics:</p> <ul style="list-style-type: none"> <li>• Skills and talents</li> <li>• Jobs, Vocations and Voluntary work</li> <li>• Employment</li> <li>• Managing your money</li> <li>• The Global and UK Economy</li> </ul>	<p>Students will know about:</p> <ul style="list-style-type: none"> <li>• The difference between skills and talents</li> <li>• The job application process, including basic details regarding the recruitment process.</li> <li>• The different ways of receiving money – Minimum wage, hourly rates, Annual Salaries etc.</li> <li>• The different economies.</li> </ul> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Accurately assess their own skills and talents, and subsequent suitability for certain roles.</li> <li>• Consider their place in the working world</li> <li>• Describe and explain the differences between economies and types of employment.</li> </ul>
<b>History</b>	<p>Students will continue to focus on the political and social consequences of the First World War. They will engage with the following enquiries.</p> <p>Lions led by Donkeys? Is this an accurate interpretation of the leadership of the British Army during the First World War. (Continued from last term)</p> <p>Who were the Suffragettes and did they really help women to get the vote?</p> <p>Why was the Treaty of Versailles such a challenge?</p>	<p>Students will know about:</p> <ul style="list-style-type: none"> <li>• That there are different interpretations of General Haig and his leadership.</li> <li>• That historians have different interpretations about Haig and these have been affected by the time at which they are writing</li> <li>• The aims and tactics of the Suffragettes</li> <li>• The consequences of Suffragette action</li> <li>• The main features of the Treaty of Versailles</li> <li>• The consequences of the Treaty of Versailles</li> </ul> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Evaluate the strengths and weaknesses of different historical interpretations</li> <li>• Use historical source information to reach a conclusion</li> <li>• Evaluate the causes and consequences of historical events</li> </ul>

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<p style="text-align: center;"><b>Geography</b></p>	<p>Students will focus on how is Asia being transformed</p>	<p>Students will know about:</p> <ul style="list-style-type: none"> <li>• How is Asia being transformed</li> <li>• How does India rely on the monsoon climate?</li> <li>• How do floods threaten lives in Asia</li> <li>• How does life adapt to the mountain biome?</li> <li>• How is Asia’s population changing?</li> <li>• How is urbanisation changing lives in Mumbai? 2 lessons</li> <li>• Is China helping to create an interdependent world?</li> <li>• How is Asia developing into the most important global economic region?</li> </ul> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• extend their locational knowledge and deepen their spatial awareness of the world’s countries using maps of the world to focus on Asia (including China and India) and their environmental regions, key physical and human characteristics, countries and major cities.</li> <li>• understand geographical similarities, differences and links between places through the study of the human and physical geography of a region a in Asia.</li> <li>• understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in: <ul style="list-style-type: none"> <li>○ physical geography relating to weather and climate</li> <li>○ human geography relating to population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources.</li> </ul> </li> </ul>

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<b>French</b>	<p>The focus of this half term is to be able to continue to describe holiday destinations and activities in the target language. We will then start to learn about the media topic. 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"> <li>• Ask for food and drinks on holiday</li> <li>• Use a variety of vocabulary to describe holiday activities and plans</li> <li>• Give basic opinions about future plans using 'je voudrais +infinitive' construction</li> <li>• Talk about TV programmes</li> <li>• Talk about what is on at the cinema</li> <li>• Discuss what they read</li> <li>• Talk about which activities they do when they are online</li> <li>• Give information about what they did in the past.</li> </ul> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Begin to confidently talk about holidays and free time in French and to understand other speakers.</li> <li>• They will be able to express basic opinions.</li> <li>• Use their French in real life situations by communicating with partner schools.</li> </ul>
<b>Spanish</b>	<p>The focus of this half term is to be able to continue to describe different types of media and media related activities in the target language. After writing a letter to their penfriend, students will then move on to learning and talking about food and drink. 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"> <li>• Give an account of what they do now and did in the past during their free time using the present and past tenses.</li> <li>• Understand TV guides and express opinions using authentic texts.</li> <li>• Express opinions about what they eat and drink in their free time</li> <li>• Talk about ordering food in a restaurant</li> </ul> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Begin to confidently talk about media and free time in Spanish and understand other speakers.</li> <li>• They will be able to express more detailed opinions and give comparisons.</li> <li>• They will have greater knowledge about food and drink and expressing preferences.</li> <li>• Use their Spanish in real life situations by communicating with partner schools.</li> </ul>
<b>Drama</b>	<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"> <li>• The stock characters from Melodrama</li> <li>• The exaggerated Melodrama style of performance</li> <li>• Stock gestures used to communicate emotions</li> </ul> <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.</p>

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<b>Music</b>	The unit of study this half term is 'Band on the Wall'. This is an ensemble-based unit in which pupils will be expected to learn a song as a band and go through the journey of rehearsing together performing at the end.	Pupils will demonstrate the learning and development of the following skills and knowledge: <ul style="list-style-type: none"> <li>• Showing focus on their independent part, practising and refining their music.</li> <li>• Perform demonstrating good ensemble musicianship.</li> <li>• Show resilience to overcome problems faced in a band.</li> </ul>
<b>Art</b>	Students will use the research and designs from term 3 to create an Aztec inspired collagraph print.	Students will be able to: <ul style="list-style-type: none"> <li>• Use mixed media materials to produce a textured collagraph surface.</li> <li>• Apply ink to the collagraph block and roll to produce a print.</li> <li>• Use a variety of papers and colours to create various contrasting prints.</li> </ul>
<b>Computing</b>	Students will be focusing on Microsoft Excel.	Students will be able to: <ul style="list-style-type: none"> <li>• Create basic formulas</li> <li>• Know the different mathematical symbols</li> <li>• Use AutoSum</li> <li>• Understand Boolean logic</li> <li>• Solve simple problems</li> <li>• Use IF and nested IF</li> <li>• Use VLookup &amp; HLookup</li> <li>• Use Cell Formatting</li> <li>• Use Conditional Formatting</li> </ul>
<b>PE</b>	PE will be taught on a carousel of sporting activities. During each carousel students will follow one or more of the following sports:  <b>Boys:</b> football, rugby, handball, volleyball, fitness, badminton, trampolining, athletics  <b>Girls:</b> 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"> <li>- develop their ability to perform most core and some of the advanced skills</li> <li>- skills will be performed consistently to a good standard of accuracy, control and fluency</li> <li>- display the physical fitness required to perform effectively</li> <li>- show a knowledge of making the correct decisions required to perform</li> </ul>

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<b>Design Technology</b>	<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><b>Block 1</b></p> <p>Students will know:</p> <ul style="list-style-type: none"> <li>• Health and safety regulations within the workshop environment</li> <li>• How other designers work can influence our own designing</li> <li>• Why working from more than one perspective is a better way to move through a design journey</li> <li>• How and why we create detailed prototypes</li> <li>• How financial situations are affected in design</li> <li>• The environmental and working properties of some man-made boards and also plastics.</li> </ul> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• List and explain health and safety regulations</li> <li>• Develop products showing the influence of others – Salvador Dali will be a key focus for this project</li> <li>• Create detailed prototypes to model their ideas</li> <li>• Explain how cost and transportation can affect profit margin</li> <li>• Demonstrate a clear understanding of MDF and it's working properties.</li> <li>• Demonstrate knowledge of thermo and thermoset plastics and be able to describe how the working properties affect how we work</li> <li>• Explain the environmental implications of producing and using MDF and sheet form acrylic</li> </ul> <p><b>Block 2</b></p> <p>Students will know:</p> <ul style="list-style-type: none"> <li>• How to use basic workshop machinery</li> <li>• How to use workshop hand tools</li> <li>• Marking out techniques</li> <li>• The reasons behind using Computer Aided Design and Computer Aided Manufacture</li> <li>• Why a product needs to have a high-quality finish</li> <li>• Why we evaluate products</li> </ul> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Use the sanding discs/ band facer</li> <li>• Use the pillar drill</li> <li>• Correctly and accurately use marking out equipment</li> <li>• Use CAD and CAM to design and cut a clock face</li> <li>• Critically evaluate their own and other people's products and suggest improvements</li> </ul>

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<p style="text-align: center;"><b>Food Technology</b></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"> <li>• Healthy eating and nutrition</li> <li>• How the eat well guide assists with healthy eating choices</li> <li>• How adapt a recipe to make it more healthy</li> <li>• To be able to distinguish the health risks in eating processed food on a regular basis in comparison to eating homemade.</li> <li>• To start thinking about making better food choices when buying food</li> <li>• The difference between saturated and unsaturated fats</li> </ul> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Prepare and cook healthy meals</li> <li>• How to design a recipe and develop improvements based on the eat well plate</li> <li>• Evaluate their own and products of others to critically analyse and inform their own ideas.</li> </ul>