



# Swakeleys School for Girls

Year 8 Curriculum Guide by half term:  
Spring 2



## SWAKELEYS SCHOOL FOR GIRLS

Year 8 students continue to study 16 subjects, all of which they started when they joined Swakeleys in year 7. The following provides families and students with guidance on what each of these subjects looks like, with Spring 2 below. It outlines what Year 8 students will be taught, the type of assessment that students will experience and any resources that they will need. If you prefer, you can view this information by subject in our Curriculum Guide by subject publication. You can find this on our website at: <https://swakeleys.hillingdon.sch.uk/curriculum/>

Year 8 also have an internal exam period of two weeks where each subject will hold 'exam style' assessments during the same two week period. These fall in Spring 2 and are to give students a taste of what final GCSE exams will be like when the time comes! There is a separate document which details the content for each subject for these exams which is also on our website (see the link above).

### Year 8 Curriculum Guide: Spring 2

| Subject       | Topics covered                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Format of assessment                                                                                                                                                                                                                                       | Resources, useful websites & extra-curricular opportunities                 |
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| Core subjects |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                            |                                                                             |
| <b>Maths</b>  | <p><b>Angles and Polygons</b><br/>Draw and measure, apply simple angle rules such as angles around a point, on a line and angle sum in a triangle.<br/>Identify angles on parallel lines, measure and draw bearings and prove angles in quadrilateral are 360 degrees.</p> <p><b>Probability</b><br/>Using a probability scale, listing events, find probabilities based on equally likely outcomes.<br/>Understand relative frequency to compare outcomes of an event.</p> <p><b>Pythagoras' Theorem</b><br/>Understand the properties of a right angled triangle, square and square root numbers and substitute into formulae.<br/><br/>Calculate the length of the hypotenuse or shorter side in a right-angled triangle, Solve problems using Pythagoras' Theorem.</p> | <p>Ongoing in class assessment, including regular skills checks.</p> <p>A one hour calculator written assessment covering the content of the term will be given at the beginning of the term to assess prior learning (Autumn 2 and Spring 1 content).</p> | Use the Independent Learning tab on Sparx Maths to work on specific topics. |

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| <p><b>English</b></p> | <p><b>Survival</b> continued – A collection of (mostly non-fiction) texts on the theme of survival. Analysis of language and structure, and transactional writing inspired by the theme and/or texts.</p> <p><b>NB: The timing of this unit may change according to staffing.</b></p> <p><b>Coram Boy: The Play</b> – study of a whole play to understand the themes, characters, plot and context of the play.</p> <p><b>NB: The timing of this unit may change according to staffing.</b></p> <p>This links to Literature Paper 1 Section B of the GCSE exam.</p> | <p><u>In-class assessment:</u> Individual speeches inspired by the theme of survival or on a topic students are passionate about.</p> <p>This links to the Spoken Language Endorsement of the GCSE non-examination component.</p> <p>(Assessed in Summer 1)</p> | <p>Lessons can be reviewed on Google Classroom.</p> <p>Notes in exercise books.</p> <p><u>BBC Bitesize:</u><br/> <a href="https://www.bbc.co.uk/bitesize/topics/z86qsbk/articles/z6vq7yc">https://www.bbc.co.uk/bitesize/topics/z86qsbk/articles/z6vq7yc</a></p> <p>Lessons can be reviewed on Google Classroom.</p> <p>Notes in exercise books, including context sheets.</p> <p><i>Coram Boy</i> text.</p> |
| <p><b>Science</b></p> | <ul style="list-style-type: none"> <li>Motion and pressure (speed, motion graphs, pressure in gases, pressure in liquids, pressure on solids, turning forces)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                            | <p>Ongoing in class assessment, including regular skills checks.</p> <p>End of chapter test for motion and pressure at the end of the lessons for those chapters. These will be one hour written tests. Revision of content required.</p>                       | <p>Use Year 8 spreadsheet</p> <p><a href="https://docs.google.com/spreadsheets/d/e/2PACX-1vSgypnYNjIIFamt7F-5vRMaXRJmLG7aXPmeIKjcs5fJUA0Tk5L7e2TJUsUVmwJ1LTpkObI264TZZ0kW/pubhtml">https://docs.google.com/spreadsheets/d/e/2PACX-1vSgypnYNjIIFamt7F-5vRMaXRJmLG7aXPmeIKjcs5fJUA0Tk5L7e2TJUsUVmwJ1LTpkObI264TZZ0kW/pubhtml</a></p> <p>Seneca Learning</p> <p>Activate 2 workbook</p> <p>Science club</p>     |

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| <b>Art</b>              | <p><b>Under the Sea</b></p> <p>The aim of this project is to introduce pupils to another form of life on earth which is Sea life. Pupils will explore sea life and be introduced the different forms of life. Pupils will explore how to create observations of these beautiful life forms in a range of media, progressing in their skills when handling a range of materials.</p> <p>Pupils will also explore the work of contemporary artist Vincent Scarpace and his unique way of creating work influenced by sea. Pupils will have the opportunity to create work in the style of Vincent Scarpace while also taking influence from other elements found in the sea, such as plants, shells, movement of the water etc. Pupils can choose to extend this project to look into sustainability.</p> <p>(alternative sculpture project) <b>INSECT PROJECT</b> - An insect-themed art project offers a rich opportunity to explore various artistic techniques, styles, and concepts. Insects are fascinating subjects due to their intricate forms, vibrant colours, and symbolic meanings in different cultures. Pupils will study the anatomy, textures, and structures of different insects. Pay attention to the wings, body patterns, shapes, and colours. They will also explore the symbolic meanings of insects in various cultures and art history. This will lead onto a large 2D and 3D sculpture pieces (using wire).</p> <p><i>Please note: Teaching order may vary</i></p> | <p>On-going self/peer assessment in class.</p> <p><b>Knowledge</b> – to know about great artists, to evaluate and analyse creative works using the language of art and design.</p> <p><b>Skills</b> – to creatively explore ideas and record experiences.</p> <p>Painting skills in the style of the impressionists. Mixing colours, blending, brush control, creating tone and texture.</p> <p>Colour mixing.</p> <p><b>Understanding</b> – to understand the work of Van Gogh, how he captured his images and the effects he wanted to portray. Use this understanding when creating the final response of a landscape.</p> | <p>Key stage 3 art club will be available for pupils at certain lunch times.</p> <p>Resources shared on google classroom.</p> <p>Art competitions.</p> <p>Cross curricular opportunities, i.e prop making for the school production, maths and science cross curricular work.</p> <p>Work displayed around the school.</p> |
| <b>Computer Studies</b> | <p>Computer Crime and Cyber Security</p> <p>Identify common types of computer crimes</p> <p>Learn about different types of email scam</p> <p>Recognise the signs of fraudulent emails</p> <p>Learn about Computer Misuse Act.</p> <p>Understand what is hacking and Malware</p> <p>Aware of identity theft and personal data</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <p>24 Feb assessment</p> <p>Open and Close questions</p> <p>Mini whiteboard</p> <p>Worksheet</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <p><a href="https://zapatopi.net/treeoctopus/">https://zapatopi.net/treeoctopus/</a></p> <p>Powerpoint</p>                                                                                                                                                                                                                 |

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| <p><b>Dance</b></p>             | <p><u><b>Street Dance</b></u><br/>Students will learn about Street Dance and its origins. In this topic students learn about the variety of styles that has stemmed from Street Dance including; Popping &amp; Locking, Tutting, Voguing and Waacking.</p> <p>Students will be taught a routine and will have the opportunity to extend the routine with their own choreography.</p> <p>Skills developed are; isolation, dynamic content, movement in a stylistically accurate way, relationship content and rhythmic content.</p>                                                                                                                                             | <p>Assessment is via practical assessment and verbal Q&amp;A. Assessment is ongoing every lesson by the teacher and numerous opportunities to observe each other, and giving feedback to peers.</p> | <p>Full PE kit, trainers.<br/>Dance club at lunchtime.<br/>Check out the Performing Arts Extra-Curricular programme. We'd love to see you there!</p> <p>Students from ECA clubs perform at our Evening of Dance.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <p><b>Design Technology</b></p> | <p><u>Introduction to food preparation &amp; nutrition.</u><br/>This course has been developed to give students a grounding in food preparation and nutrition, reflecting the major changes to GCSE Food Preparation and Nutrition. Students will:<br/>Demonstrate and apply knowledge and understanding of the concepts of food nutrition and health, food safety, food choice, food science and food provenance.<br/>Year 8's will plan, prepare, cook and present a variety of predominantly savoury dishes, using a range of equipment and ingredients.</p> <p>They will build on their knowledge of macronutrients, food commodities and explore food science topics.</p> | <p>Formative:<br/>Response to questions during knowledge section.<br/>Observation during making activities.<br/>Plenary quizzes<br/>Summative: end of unit assessment of completed product.</p>     | <p>Students must remember their kit:</p> <ul style="list-style-type: none"> <li>- Hair tie (something suitable to tie up their hair)</li> <li>- Food safe container (for taking their food product away/ home).</li> </ul> <p>High risk ingredients (e.g. cooked meat and poultry, dairy products) must be taken to the food room before registration and stored in the fridge.</p> <p>Please ensure your daughter has their name and form group labelled clearly on their ingredients/ bags.</p> <p>Free school meals (FSM) students will have ingredients provided.</p> <p><a href="https://www.foodafactoflife.org.uk/11-14-years/">https://www.foodafactoflife.org.uk/11-14-years/</a></p> |

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| <b>Drama</b>     | <p><b><u>Greek Theatre</u></b><br/>Students will learn a range of skills in Greek Theatre including tension, conflict, use of space and status.</p> <p><b>Communication:</b> Understanding the nuances of dialogue and expression enhances verbal and non-verbal communication skills. <b>Collaboration:</b> Working in ensembles fosters teamwork and the ability to collaborate effectively with others. <b>Emotional Intelligence:</b> Exploring characters' emotions helps develop empathy and the ability to understand different perspectives. <b>Creativity:</b> Engaging with ancient stories inspires imaginative thinking and creative problem-solving. <b>Public Speaking:</b> Performing in front of an audience builds confidence in public speaking and presentation skills. <b>Cultural Awareness:</b> Learning about the historical and cultural context of Greek theatre enriches understanding of different cultures and traditions. <b>Physical Expression:</b> Developing movement and physicality in performance enhances body awareness and expressiveness.</p> | <p>Ongoing self/peer assessment.</p> <p>Drama assessment of key words and techniques.<br/>Based on</p>                                                                                         | <p>Check out the Performing Arts Extra-Curricular programme. We'd love to see you there!</p>                                                                                                                                                                                                     |
| <b>French</b>    | <p><b><u>Module 3: A loisir (leisure and hobbies)</u></b></p> <p>Revision for the Year 8 examination</p> <p>Unit 4: Tu as fait des achats (Going shopping, using synonyms and the perfect tense)<br/>Unit 5: Ça c'est la question? (Interview using 2 tenses)</p> <p>Using 3 tenses in each module</p> <p>Project on France and French speaking countries</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <p>Regular vocabulary test on key words taught in the module</p> <p><b>Year 8 examination:</b> listening, reading, writing and speaking</p>                                                    | <p>Student notes in exercise book<br/>Resources shared on Google Classroom<br/>Dynamo 2 workbook (in class)<br/>Dynamo 2 workbook (in class)<br/>Revision work: (Teacher led in class)<br/>The <a href="https://www.languagenut.com/">Languagenut</a> website is also an excellent resource.</p> |
| <b>Geography</b> | <p>Geographical Challenges: Food Insecurity</p> <ul style="list-style-type: none"> <li>- What is food insecurity</li> <li>- The global patterns of food insecurity</li> <li>- The causes of food insecurity</li> <li>- The impacts of food insecurity</li> <li>- The management of food insecurity</li> <li>- A case study of food insecurity</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <p>An in class formal assessment made up of multiple choice, resource response, short answer questions and one longer 6 mark question.</p> <p>Ongoing peer and self-assessment in lessons.</p> | <p>Lessons are all available on Google Classroom.</p> <p>Exercise book.</p> <p>Geography Society<br/><a href="https://www.bbc.co.uk/bitesize/articles/zrrx2v4#zhxqwnb">https://www.bbc.co.uk/bitesize/articles/zrrx2v4#zhxqwnb</a></p>                                                           |

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| <b>German</b>  | <p><u>Kapitel 3 Bleib gesund! (Module 3 stay healthy!)</u></p> <p>Revision for the Year 8 examination</p> <p>Unit 5: Listening Skills: Iss dich fit! (understanding and responding to longer texts)</p> <p>Unit 6: Extension: Das perfekte Abendessen (describing and comparing dinner parties)</p> <p>Project on Germany and German-speaking countries</p>                                                                     | <p>Regular vocabulary test on key words taught in the module</p> <p><b>Year 8 examination:</b> listening, reading, writing and speaking</p>                 | <p>Student notes in exercise book</p> <p>Resources shared on Google Classroom</p> <p>Stimmt 2 Textbook (in class)</p> <p>Stimmt 2 Workbook (in class)</p> <p>Revision work: (Teacher led in class)</p> <p>The <a href="#">Languagenut</a> website is also an excellent resource.</p>                                                                                         |
| <b>History</b> | <p><b>Enquiry question: How far did WW1 cause WW2?</b></p> <p>The unit begins looking at the long and short term causes of World War One, why trenches were dug and what were like in them, reasons for the stalemate, how the war ended, reactions to the Treaty of Versailles, the emergence of dictators, the Great Depression, the rise of Hitler and his foreign policy.</p>                                               | <p>Formal assessment on how World War One led to World War Two</p> <p>On-going peer and self-assessment in lesson</p>                                       | <p>Pupil exercise book and the resources on google classroom.</p> <p><a href="#">World War 1 facts for kids   National Geographic Kids</a></p> <p><a href="#">World War One - KS2 History - BBC Bitesize</a></p> <p><a href="#">Adolf Hitler: Man and monster - BBC Teach</a></p> <p><a href="#">Appeasement and the Road to War - National 5 History - BBC Bitesize</a></p> |
| <b>Music</b>   | <p><u>Pachelbel's Canon</u></p> <p>Students will learn how to read the bass clef (recap the treble clef) and apply to performing Pachelbel's Canon from notation.</p> <p>Students will learn how to play the keyboard (or instrument of their choice) with a good technique. Place Pachelbel's' Canon in context of the Baroque era.</p> <p>Listening skills will be developed via appraising and evaluating baroque music.</p> | <p>On-going self/peer assessment in class.</p> <p>Assessment will be via a keyboard/instrumental performance of Pachelbel's Canon.</p> <p>Y8 Music Exam</p> | <p>Notes in student music booklets.</p> <p>Y8 Music Revision Sheet</p> <p>Pachelbel's Canon sheet music will be posted on GC.</p> <p>Check out the Performing Arts Extra Curricular programme. We'd love to see you there!</p>                                                                                                                                               |

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| PE    | <p><b>Gymnastics / Trampolining:</b> Students will focus on building core strength and flexibility to improve body tension and extension when performing static and dynamic moves. Students will continue to develop and improve on previous skills learnt. In addition they will learn higher level skills. They will learn how to perform skills with control and progress to linking skills together. Students will learn how to construct and perform short sequences and routines.</p> <p><b>Health Related Fitness, fitness training:</b> Students will learn how to lead an active lifestyle. They will learn how to increase activity levels to meet the recommended weekly guidelines. Students will experience a range of different training types such as circuit, continuous, interval training etc.</p> | <p>Assessment is ongoing every lesson by the teacher, self and peer assessment.</p> <p>Assessment is focussed on three key areas via practical assessment and verbal Q&amp;A:</p> <p><b>-Knowledge;</b> safety considerations, techniques, basic anatomy &amp; physiology in sport</p> <p><b>-Skill;</b> techniques, performing at maximum &amp; routine development</p> <p><b>-Understanding;</b> routine development, analysis of performance &amp; application of knowledge on performance levels.</p> | <p>Full PE kit needs to be in school including trainers in case we need to change activity.</p> <p>Whilst clubs in these activities do not run, there are still plenty of PE clubs on offer.</p>                                                                                                                                     |
| PSHCE | <p><b>Theme: Health &amp; Wellbeing</b></p> <p>Lesson 1: The dangers of vaping &amp; smoking</p> <p>Lesson 2: Drugs &amp; the Law</p> <p>Lesson 3: Celebrating International Women's Day</p> <p>Lesson 4: What forms of contraception are there?</p> <p>Lesson 5: Learning about STIs to understand how to stay safe</p> <p>Lesson 6: Personal Safety – First Aid</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                | <p>PSHCE is not a levelled subject.</p> <p>Assessment takes the form of baseline assessments at the start and end of themes through self-evaluation, checking of understanding throughout the lesson, debate and discussions, and teacher's mark book work every 6 weeks, students will complete a feed forward on a piece of work following teacher assessment of work.</p>                                                                                                                              | <p>Student notes in exercise book</p> <p>Resources shared on Google Classroom</p> <p>Further support/ information/websites is signposted for particular topics in the lesson power point</p> <p>Newsround is useful to keep up to date on what is happening in the world.</p> <p>Swakeleys school learning resource centre (LRC)</p> |
| RE    | <p>Continuing with Islam</p> <ul style="list-style-type: none"> <li>• Salah</li> <li>• Sawm</li> <li>• Zakah</li> <li>• Hajj</li> <li>• Mosque</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <p>Ongoing in-class assessment</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <p>Lesson resources will be available on Google Classroom for consolidation and revision.</p>                                                                                                                                                                                                                                        |

