



Swakeleys School for Girls

Year 8 Curriculum Guide by half term:
Summer 1



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 Summer 1 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: Summer 1

Subject	Topics covered	Format of assessment	Resources, useful websites & extra-curricular opportunities
Core subjects			
Maths	Congruence and Similarity Recognise congruent and similar shapes and know how to describe the difference between congruent and similar shapes. Show that two triangles are congruent and/or similar, work out the scale factor between similar triangles. Pie Charts and Scatter Diagrams Know how to group data in equal class intervals, interpret frequency diagrams - including simple pie charts/ Interpret graphs and diagrams, including pie charts, construct a pie chart by calculating angles Rearranging Formulae know that a letter can represent a number, write simple and complex expressions and formulae from words, rearrange simple and complex formulae (one step, two steps and multi-step)	<u>Year 8 Internal exams</u> Two one hour written assessments (non-calc and calc) covering the content of the year so far	A self-assessment summary of the first term will be stuck into books during the first week of this term. Use the Independent Learning tab on Sparx Maths to work on specific topics.

English	Coram Boy: The Play continued – study of a whole play to understand the themes, characters, plot and context of the play. NB: The timing of this unit may change according to staffing. This links to Literature Paper 1 Section B of the GCSE exam.	Students answer one question from a choice of two asking them to explain the significance of a character or theme across the whole play. Include context. Open book. 3-4 paragraphs. 1 hour.	Lessons can be reviewed on Google Classroom. Notes in exercise books, including context sheets. <i>Coram Boy</i> text.
Science	- Adaptation and inheritance (competition and adaptation, adapting to change, variation, continuous and discontinuous, inheritance, natural selection and extinction) - Metals and acids (acids and metals, metals and oxygen, metals and water, metal displacement reactions, extracting metals, ceramics, polymers and composites)	Ongoing in class assessment, including regular skills checks. End of chapter test for adaptation and inheritance and metals and acids at the end of the lessons for those chapters. These will be one hour written tests. Revision of content required.	Use Year 8 spreadsheet https://docs.google.com/spreadsheets/d/e/2PACX-1vSgypnYNjllFamt7F-5vRMaXRJmLG7aXPmeIKjcs5fJUA0Tk5L7e2TJUUsUVmwJ1LTpkObI264TZZ0kW/pubhtml Seneca Learning Activate 2 workbook Science club

Art	Hundertwasser architecture project The aim of this project is to introduce pupils to a form of architecture which was both creative and innovative. Pupils will begin by researching and exploring the work of Hundertwasser, an artist, architect and environmentalist who had a unique vision. Pupils will learn and gain knowledge on the concepts Hundertwasser used, linked to how your space should represent your identity, including architecture. Pupils will express their ideas when designing elements of architecture and use influences from the artist work when adding colour. Designing a final outcome which incorporates a range of designs from different buildings (cultural and modern) will encourage them to innovate and create without restrictions. <i>Please note: Teaching order may vary</i>	On-going self/peer assessment in class. Knowledge – to know about great artists, to evaluate and analyse creative works using the language of art and design (Pop Art and cultural portraits from around the world). Skills – to creatively explore ideas and record experiences. Explore proportional drawings of the face, use of oil pastels when blending colours and creating tonal effects. Understanding – to understand the work various artists which represent identity in an interesting way.	Key stage 3 art club will be available for pupils at certain lunch times. Resources shared on google classroom. Art competitions. Cross curricular opportunities, i.e prop making for the school production, maths and science cross curricular work. Work displayed around the school. KS3 end of year art exhibition.
Computer Studies	Artificial Intelligence and Machine Learning. Understand the origin and uses of AI and the rules that are used in AI decision making. Understand the difference between facts and rules and the uses of machine learning. Learn the ethical issues related to AI. Understand issues that make facial recognition difficult and how images are stored as binary data.	Open and Close questions Mini whiteboard Worksheet	https://www.youtube.com/watch?v=laolqVMd6tc https://www.winsightgrocerybusiness.com/technology/how-grocers-are-reimagining-future-ai. Powerpoint
Dance	Choreography Project Students will work as a team to decide on a stimulus for their dance. In teams they will choose their music and appropriate choreography that links to their stimulus and idea. Skills learnt in this unit include teamwork, research skills, choreographic skills and organisation skills.	Assessment is via practical assessment of their group performance. Assessment is ongoing every lesson by the teacher and numerous opportunities to observe each other, and giving feedback to peers.	Full PE kit, bare feet or soft dance shoes. Check out the Performing Arts Extra-Curricular programme. We'd love to see you there! Choreographic competition & Preparation for Sports Dance opening Dance at lunchtimes

	Choreographic skills include; canon, augmentation, accumulation, inversion, mirroring.		
Design Technology	<u>Food & nutrition.</u> Students will explore food commodities- potatoes & vegetables to make a frittata. An introduction to food science, pupils learn how proteins denature and coagulate (fish fingers). They will also explore how to reduce food waste (samosas).	Formative: Response to questions during knowledge section. Observation during making activities. Plenary quizzes Summative: end of unit assessment of completed product.	Students must remember their kit: - Hair tie (something suitable to tie up their hair) - Food safe container (for taking their food product away/ home). 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. Please ensure your daughter has their name and form group labelled clearly on their ingredients/ bags. Free school meals (FSM) students will have ingredients provided. https://www.foodafactoflife.org.uk/11-14-years/
Drama	<u>Social Media</u> Students will look at real life events which can give an understanding of how we judge fairness. Mime, monologue, freeze frame, thought tracking. Character development. Status, purpose. Use of empathy. Careers involving problem solving and conflict resolution can involve therapists, doctors, motivators and advisors.	Ongoing self/peer assessment. Students will plan and present a play for assessment	Check out the Performing Arts Extra-Curricular programme. We'd love to see you there! Devising Drama competition – check posters around the school.

French	<u>Module 4 : Le monde est petit (It's a small world)</u> Point de départ: (Talking about where you live) Unit 1: Elle est comment ta région? (Describing where you live, using pouvoir + infinitive) Unit 2: Qu'est-ce que tu dois faire à la maison? (talking about chores you have to do at home using devoir + infinitive) Unit 3: Ma routine, ta routine (talking about daily routine and using reflexive verbs) Unit 4: j'ai déménagé (talking about where you moved to using adjectives and synonyms) Unit 5: Bienvenue en Corse (Talking about different places using two tenses) Using 3 tenses in each module	Regular vocabulary test on key words taught in the module Mid-Module: no mid module End of Module: Writing, Dictation	Student notes in exercise book Resources shared on Google Classroom Dynamo 2 Textbook (in class) Dynamo 2 workbook (in class) Revision work: (Teacher led in class) The Languagenut website is also an excellent resource.
Geography	Population - Global population growth - Population change - Population pyramids - Population density - China – a case study of population change	An in class formal assessment made up of multiple choice, resource response, short answer questions and one longer 6 mark question. Ongoing peer and self-assessment in lessons.	Lessons are all available on Google Classroom. Exercise book. Geography Society https://www.bbc.co.uk/bitesize/topics/zg7nvcw
German	<u>Kapitel 4 Klassenreisen machen Spaß!</u> <u>(Module 4 school trips are fun!)</u> Unit 1: Willkommen in der Jugendherberge! (understanding rules) Unit 2: Mein Tagesablauf (discussing daily routine) Unit 3: Wir gehen auf Schatzsuche (understanding and giving directions) Unit 4: Auf einem Fest (describing a festival) Unit 5: Writing Skills: Wir feiern! (learning and writing about festivals in Switzerland) Unit 6: Extension: Im Aktivurlaub (describing an activity holiday)	Regular vocabulary test on key words taught in the module Mid-Module: no mid module End of Module: Writing, Dictation	Student notes in exercise book Resources shared on Google Classroom Stimmt 2 Textbook (in class) Stimmt 2 Workbook (in class) Revision work: (Teacher led in class) The Languagenut website is also an excellent resource.

	Using 3 tenses in each module		
History	Enquiry question: What was it like to live in Germany 1933-45 compared to Britain? Life in Germany for a variety of Germans, how Germans tried to resist Nazi rule, life in Germany in the 1930s for Jewish people, the Final Solution, questioning who was responsible for the Final Solution, life in Britain in the 1930s and 40s with a comparison to Germany at the time. Dependent on availability there is the opportunity for pupils to hear about personal experiences of surviving the Holocaust.	Formal assessment comparing Britain and Germany On-going peer and self-assessment in lesson	Pupil exercise book and the resources on google classroom. Life in Nazi Germany, 1933-45 - GCSE History - BBC Bitesize The 1940's House - Life In Britain During WW2: KS2/KS3 IWM Learning What Life Was Like In Britain During WW2 Imperial War Museums
Music	<u>Reggae</u> Students will place music in context of the Caribbean and understand some of the key features of Caribbean music. Students will compose using the key features of reggae. Ability to work as a team and compose in a group or as an individual. Listening skills will be developed via appraising and evaluating reggae music.	On-going self/peer assessment in class. Assessment of reggae composition.	Notes in student music booklets. Check out the Performing Arts Extra Curricular programme. We'd love to see you there! Music Composition Competition – check posters around the school.
PE	Athletics: Students will continue to develop skills learnt and take part in a range of events including sprints, middle distance, field events including javelin, shot and discus and jumps including long jump and high jump. This will build on skills learnt during Sports Hall Athletics.	Assessment is ongoing every lesson by the teacher, self and peer assessment. Assessment is focussed on three key areas via practical assessment and verbal Q&A:	Full PE kit. Athletics club at lunchtime and after school for Sports Day practice! Trials to represent the school in the borough athletics competition.

		-Knowledge; rules, techniques, officiating & basic anatomy and physiology in sport -Skill; technique, outwitting opponents & performing at maximum -Understanding; tactics, decision making, analysis of performance & application of knowledge on performance levels.	Athletics club will run from April – June.
PSHCE	Theme: Relationships & Identity Lesson 1: Forced marriage & the Law Lesson 2: LGBTQAI+ Trans & gender Lesson 3: What do families look like? Lesson 4: Stereotypes & the media Lesson 5: Relationships summary lesson Lesson 6: Children's mental health week.	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.	Student notes in exercise book Resources shared on Google Classroom Further support/ information/websites is signposted for particular topics in the lesson power point Newsround is useful to keep up to date on what is happening in the world. Swakeleys school learning resource centre (LRC)
RE	Students will begin the unit: 'Hinduism' • What is Hinduism? • Hindu Gods • Hindu Beliefs • Hindu Worship • Hindu Festivals	Ongoing in-class assessment 30 minute end-of-topic written assessment on Hinduism testing knowledge, understanding and evaluation skills.	Lesson resources will be available on Google Classroom for consolidation and revision. https://www.bbc.co.uk/bitesize/articles/zjdbpg8

