

| Subject                   | Year 8   |
|---------------------------|--|
| <b>Art</b>                | Pupils will be creating their final landscape that can either be based on traditional or modern artists. They will use a range of drawing, mixed media and Art computer apps to create their final piece.  |
| <b>D&amp;T Food</b>       | Pupils will work through the theory element of the usual unit of work. This covers 4 diet related illnesses, the effects of caffeine and the commodity of Fats and Oils. During the unit, pupils will complete the 2 written assessments to demonstrate their K&U of the topics covered.   |
| <b>D &amp; T Graphics</b> | Pupils will be working through the Popcorn tub unit with focus on research, design, mainly branding and theory based graphic work and looking at completing some basic design work using photopea.   |
| <b>D&amp;T RM</b>         | Pupils will work through the written and design elements of the usual module of work. This involves analysing the task they are undertaking building their knowledge and understanding of D&T keywords. They will progress to analysing existing products, writing their own design criteria for a successful product, designing their product, ensuring they work to set criteria before progressing to creating virtual models in CAD. This project based work will be underpinned by a development of the theoretical knowledge associated with their projects.   |
| <b>D&amp;T Textiles</b>   | Pupils will be introduced to the usual project that follows the original SOW, however, they will focus more on the research and design elements. They will begin by analysing the task, understanding any subject specific terms. They will research any existing products and a possible theme that may be required within the design. Pupils will narrow down their design criteria by thinking about who their target audience is, their interests, the colour scheme, the purpose of the product, material choices etc. They will then use this to help their design ideas before they go on to making the product. The project will be supported by the pupils' progression in theoretical understanding, which is a fundamental element of both the project and subject. |
| <b>Drama</b>              | Peer Pressure - To be able to create a performance brief for a performance for an audience of Year 5 pupils. To be able to see how drama can be used as a tool for education. To have an awareness of different Drama styles and why it is important to used a particular style depending on what your aim is for the audience.  |
| <b>English</b>            | Noughts and Crosses.   |
| <b>French</b>             | Pupils will completing the work for Unit 1 - All about themselves and their family (we have personality/physical descriptions of self & others; family and pets still to cover).   |
| <b>Geography</b>          | Investigating Africa and Kenya.  |
| <b>History</b>            | The First World War and life in the trenches on the Western Front.   |
| <b>IT</b>                 | Python coding.   |
| <b>Maths</b>              | Area and Perimeter Surface Area Volume Sequences.  |
| <b>Music</b>              | Rhythm and Beat Outcomes: To explore different elements of music through appraisal listening tasks. To develop my knowledge of rhythmic features in performance. To develop my knowledge of music terminology and music theory. To develop my awareness of different music symbols. To be able to read different rhythm charts and perform rhythms using notation.   |
| <b>PE</b>                 | Work on physical fitness and mental wellbeing over the course of this half term/fitness challenges.  |
| <b>RE</b>                 | Sacraments - an in-depth look at the seven Catholic Sacraments - Baptism. Holy Communion, Reconciliation, Confirmation, Marriage, Holy Orders, Sacrament of the Sick.  |
| <b>Science</b>            | Waves (light + general principles) and Atmosphere.   |
| <b>Spanish</b>            | Mi vida - covering free-time activities and past tense to discuss activities already done; new technologies linked to use in free-time (ie: what they use their mobile phone for, internet, socila media and apps; clothes and fashion linked to going out; TV, Films, Music).   |