

## Year 8 Subject Information

<b>Subject:</b>	<b>Art</b>
<b>Main topics covered during Year 8</b>	<p>Landscape Project - Students analyse a range of landscape artist's work ranging from past to present. One point/two point and atmospheric perspective is taught in this project as are painting and clay modelling skills.</p> <p>Celtic Printing Project- Students learn to research, design and print their own quick/lino prints based on Celtic designs. Analysis of the impact of Celtic art on contemporary design will inform their ideas and design practice. Students are encouraged to experiment with collage backgrounds and given the opportunity to build up layers of colour on their prints.</p> <p>Art Drawing Assessments – Drawing using a wide range of media is encouraged in these drawing assessments. The subject matter varies; students are about to complete one based on boxes to fit with the perspective work they are learning about. Students are inspired by the work of a range of Artists and given the opportunity to upgrade work based on next step learning.</p> <p>The art language/artist analysis/ evaluating own and work of others is inherent in every project.</p>
<b>How are students grouped?</b>	<p>Students are streamed in Design Technology and Art and Design subjects according to their achievement in Year 7. Art and Design achievement assessment is based on students' drawing ability.</p>
<b>Home learning plans:</b>	<p>Home learning is set once every half term with small collecting homework tasks given as required. Drawing homework has been the focus this term and the Celtic Project preparation will be the focus in term 2/3. Drawing assessments also provide students with the chance to practice prior to the assessment and make refinements following this.</p> <p>Students are encouraged to join us in the Art department at dinner if they would like to complete home learning in the school day and use facilities/resources.</p> <p>Information regarding home learning can be found on Moodle <a href="https://vle.trinity.cumbria.sch.uk/">https://vle.trinity.cumbria.sch.uk/</a></p>
<b>Main knowledge, understanding and skills to develop:</b>	<p>Understanding the art elements: Line, Tone, Texture, Pattern, Colour, Shape and Form.</p> <p>To analyse artists' use of media, art elements, ideas and intentions.</p> <p>To write about their own work and that of others, analysing and evaluating key words.</p> <p>To improve and extend a range of practical skills including: drawing, painting, printmaking, 2D relief work, collage, colour mixing, and photography.</p> <p>To make progress based on peer assessment and next step feedback provided by your Art teacher. (Teacher's feedback and assessment can be found at the back of student's sketchbooks.)</p> <p>Students are taught to use materials and equipment safely.</p>

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<b>Subject:</b>	<b>Design and Technology (CDT)</b>
<b>Main topics covered during Year 8:</b>	<p>During this year students work on a series of design and workshop assignments to help develop their Design and Technology capability. The work covered is seen as progression from Year 7.</p> <ul style="list-style-type: none"> <li>• <b>Wall-E</b> project; the focus of this project is to develop graphics skills so that 3D drawings can be created using isometric projection techniques.</li> <li>• <b>Hold IT</b> project; this is a design and make task. Students design and make a storage unit for a client.</li> <li>• <b>Night Light</b>; electronics project where students learn about new components and how to solder a PCB. They use 2D Design software to create a design for a light shade which is developed and cut out using the laser machine.</li> <li>• <b>Systems and Control</b>; This is a short piece of work where students learn how to write a flow sheet using software and will download these to operate display model.</li> </ul>
<b>How are students grouped?</b>	<p>Students are being taught in ability groups. This will be continued through to Year 9.</p>
<b>Home learning plans:</b>	<p>There will be a series of home learning tasks that will support ongoing project work during the year. This work will form part of students' assessment and will be used to determine the progress that they are making.</p>
<b>Main knowledge, understanding and skills to develop:</b>	<p>Better understanding of the design process. Be able to create a relevant design specification to a brief. Know how to plan the making of a developed idea. Carry out a reflective evaluation of completed work and draw up modifications as a result. Accurately use isometric projection to draw ideas in 3D. Improved understanding about soldering skilfully and be able to identify a wider range of electronic components. Skilfully use Computer Aided Design and manufacture to produce accurate products.</p> <p>Learn how to break down an operation or process into a sequence of steps.</p> <p>Students should make more use of Moodle to help them to study independently. Downloading 2D Design will help with much of their work, especially the 'Hold It and 'Night light' projects.</p>

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<b>Subject:</b>	<b>English</b>
<b>Main topics covered during Year 8</b>	<p>All classes will cover the following:</p> <p><b>Reading</b> A class novel; a study of non-fiction texts; a collection of poetry; short stories from the English Literary Heritage.</p> <p><b>Writing</b> History of the Theatre research; creative writing; a study of spoken language.</p> <p><b>Speaking and Listening</b> Tasks are embedded throughout the year to develop students' skills at group discussion, presentation and talking about talk. A Literacy focus lesson is taught each week which develops independent reading, spelling and vocabulary, as well as different reading and writing skills.</p>
<b>How are students grouped?</b>	<p>Students are grouped initially based on Year 7 assessment results and teacher recommendation. This allows students to learn alongside others of similar ability and to ensure that expectations and outcomes are suitably challenging.</p> <p>Movement between groups during the year is sometimes necessary but is kept to a minimum.</p>
<b>Home learning plans</b>	<p>A spelling based homework is set regularly, linked to the Literacy lesson. In addition other tasks and activities are set by teachers on a class by class basis, to develop and enhance the learning in lessons.</p>
<b>Main knowledge, understanding and skills to develop</b>	<p><b>Reading Assessment Focus</b> Understand, describe, select or retrieve information, events or ideas from texts and use quotation. Deduce, infer or interpret information, events or ideas from texts. Identify and comment on the structure and organisation of texts. Explain and comment on writers' use of language. Identify and comment on writers' purposes and viewpoints, and the overall effect of the text on the reader. Relate texts to their social, cultural and historical traditions</p> <p><b>Writing Assessment Focus</b> Vary sentences for clarity, purpose and effect. Write with technical accuracy of syntax and punctuation in phrases, clauses and sentences. Organise and present whole texts effectively. Construct paragraphs and use cohesion within and between paragraphs. Write imaginative, interesting and thoughtful texts. Produce texts which are appropriate to task, reader and purpose. Select appropriate and effective vocabulary. Use correct spelling</p> <p><b>Speaking and Listening:</b> Talk in purposeful and imaginative ways. Listen and respond to others. Create and sustain different roles and scenarios. Understand the range and uses of spoken language.</p>

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<b>Subject:</b>	<b>Design and Technology: Food</b>
<b>Main topics covered during Year 8:</b>	<p>Through a range of design and make tasks, the following will be covered:</p> <ul style="list-style-type: none"> <li>• Function of ingredients.</li> <li>• Sensory analysis.</li> <li>• Healthy eating.</li> <li>• Adapting recipes for dietary needs.</li> <li>• Production methods.</li> <li>• Quality controls.</li> <li>• Packaging &amp; labelling of food products.</li> </ul>
<b>How are students grouped?</b>	Students are grouped into sets 1-5 based on Year 7 assessment and current performance.
<b>Home learning plans:</b>	<p>Students are required to carry out individual research on the main topics covered.</p> <p>Feedback is given through peer/self and teacher assessment.</p> <p>Formal teacher assessment of the 'Food For Fitness' project which contributes to the overall level that students will be awarded for Design and Technology KST3.</p> <p>A final written test is also completed and used to inform the final grade.</p>
<b>Main knowledge, understanding and skills to develop:</b>	<p>Have a broad understanding of the main topics covered.</p> <p>Know how to develop recipes to meet specific criteria.</p> <p>Carry out relevant research and use this to design a range of original products.</p> <p>Be able to work safely and independently and develop a range of practical skills.</p>

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<b>Subject:</b>	<b>French</b>
<b>Main topics covered during Year 8:</b>	<p>Free time including sports, hobbies, TV programs.          Inviting people on a date, to a party.          Food and drink (recipes, restaurant dialogues).          Pocket money and how they spend/save it.          New technologies including the advantages and disadvantages of these.          Fashion and opinions on fashion.          Holidays and journeys.</p>
<b>How are students grouped?</b>	<p>Students are grouped according to data received via summative and formative assessments on the four skill areas. Students are regularly assessed by the teacher and via departmental monitoring to ensure that they are in the correct set.</p>
<b>Home learning plans:</b>	<p>Students are given a choice of at least <b>one</b> activity to do as part of their half termly project. The current choices as displayed on the school Moodle are:</p> <ul style="list-style-type: none"> <li>• Brochure in Wish you were here style.</li> <li>• Mr Men Holiday comic story.</li> <li>• Wish you were here style Program (Speaking).</li> <li>• Holiday postcard.</li> <li>• Insert for a brochure on a destination and hotel.</li> <li>• Powerpoint on your holidays.</li> </ul>
<b>Main knowledge, understanding and skills to develop:</b>	<p>Pronunciation patterns.          Dictionary skills and using it for the correct use of the word.          Identifying their own targets and strengths through regular peer and self assessment opportunities.          Improved understanding of the literacy terms in language and employment of these in discussion.          Grammatical Accuracy (using different tenses).          Identify points of view.          Listening to longer passages for main points of detail including opinions, reasons, justifications and tenses.          Reading longer passages for main points of detail and being able to manipulate and replace the language.          Recall of vocabulary and strategies for learning answers.          Develop writing and speaking using a range of tenses, connectives, opinions, reasons and justifications.</p>

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<b>Subject:</b>	<b>Geography</b>
<b>Main topics covered during Year 7</b>	<ul style="list-style-type: none"><li>• China as a growing superpower.</li><li>• Changes within Tropical Rainforests.</li><li>• Population and Development with a focus on Uganda.</li><li>• Alaska as a sparsely populated region.</li><li>• Coasts.</li><li>• Learning about our rivers.</li></ul>
<b>How are students grouped?</b>	Students are presently set in Year 8 following examinations and homework tasks.
<b>Home learning plans</b>	Students are given homework tasks in accordance with the whole school plan.
<b>Main knowledge, understanding and skills to develop</b>	<ul style="list-style-type: none"><li>• The location of major regions around the globe.</li><li>• How different regions have developed and what forces are bringing about that development.</li><li>• What factors are causing populations to increase or decrease in selected countries.</li><li>• How fragile environments can be impacted upon by desire to exploit resources.</li></ul>

## Year 8 Subject Information

<b>Subject:</b>	<b>History</b>
<b>Main topics covered during Year 8:</b>	Britain 1500 -1750 (Tudors and Stuarts). Britain 1750 - 1900 (The Industrial Revolution). The British Empire and India.
<b>How are students grouped?</b>	In Year 8 the classes have been taught in sets in half year populations.
<b>Home learning plans:</b>	We set Home Learning tasks every half term eg on Tudor and Stuart Lifestyle, The Voyages of Discovery, Richard Arkwright, The Jacobites, Political leaders 1750-1900, Monarchs 1750-1900, Modern India.
<b>Main knowledge, understanding and skills to develop:</b>	<p><b>Causation – Understanding why things happen</b> Why did Henry VIII break with Rome?/Why did Britain want an Empire?</p> <p><b>Using and evaluating Sources</b> The Execution of Charles I /Children in Factories.</p> <p><b>Explaining Change</b> The Transport Revolution / The Industrial Revolution.</p> <p><b>Interpretation - understanding different views</b> Oliver Cromwell / Victorian attitudes to Work.</p>

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<b>Subject:</b>	<b>ICT</b>
<b>Main topics covered during Year 8:</b>	<p>In Year 8 students have to complete an ICT project to solve a given problem. This year, students are designing and creating a water park ride using control software. They also produce the promotional materials for the ride including a website and digital advert. Students have to model the budget for the ride using spreadsheets and will present their project to the group at the end of the unit.</p> <ul style="list-style-type: none"><li>• Control (Scratch)</li><li>• Spreadsheets</li><li>• Website Production (HTML and CSS)</li><li>• Digital Imaging</li><li>• Systems Analysis</li></ul>
<b>How are students grouped?</b>	Students are set based on Year 7 teacher assessment and end of year benchmarking exam.
<b>Home learning plans:</b>	Students will be completing a ICT theory homework each week.
<b>Main knowledge, understanding and skills to develop:</b>	Students will learn about the systems lifecycle and the importance of ascertaining the requirements of a system. They will learn HTML and CSS to create modern cross browser compliant websites and evaluate current websites in relation to audience and purpose. In the spreadsheet module, students will revisit simple formula and then create profit and loss models for the theme park ride. Students will also have the opportunity to practise presentation and generic ICT skills as well as team working and independent enquiry.

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<b>Subject:</b>	<b>Mathematics</b>
<b>Main topics covered during Year 8</b>	<p><b>Numbers and the number system</b> We will study integers, powers and roots; place value, ordering and rounding, fractions, decimals, percentages, ratio and proportion.</p> <p><b>Calculations</b> Pupils are taught to use number operations and the relationships between them; use written methods, mental methods, calculator methods, and to check results.</p> <p><b>Algebra</b> We move forward with our work on equations, formulae and identities, sequences, functions and graphs.</p> <p><b>Shape, Space and Measures</b> We formalise our work with geometrical reasoning for rules involving lines, angles and shapes; Work further with transformations, coordinates, construction and loci and measures and mensuration.</p> <p><b>Handling Data</b> The uses of statistics for specifying a problem, planning and collecting data, processing and representing data, interpreting and discussing results and probability.</p>
<b>How are students grouped?</b>	Pupils are taught in one of 10 sets, grouped by ability. They have 3 hours of Mathematics per week.
<b>How will they be grouped in Y9?</b>	In Year 9 the whole year group will be set as a single stream by ability based on the upcoming end of year test and student performance through out the year.
<b>Home learning plans:</b>	Maths homework is set regularly by the class teacher. Students should expect to get a 30 minute homework at least once a fortnight. Maths is not part of the home learning timetable.
<b>Main knowledge, understanding and skills to develop</b>	<p>Numbers and the number system.</p> <p>Calculations.</p> <p>Algebra.</p> <p>Shape, Space and Measures.</p> <p>Handling Data.</p>

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<b>Subject:</b>	<b>Music</b>
<b>Main topics covered during Year 8:</b>	<p>Through a variety of practical and theoretical activities students learn about music notation, performance, composition and develop skills in singing and keyboard.</p> <p>Topics include:</p> <ul style="list-style-type: none"> <li>Theme and Variations</li> <li>Film Music/Music in the Media</li> <li>African Music</li> <li>Blues</li> <li>Jazz</li> <li>Popular Music</li> </ul>
<b>How are students grouped?</b>	<p>In Year 8 Music classes are streamed in half year groups with History and Geography.</p>
<b>Home learning plans:</b>	<p>Students receive one piece of homework each half term. Students are given details of this in class and the information is also on the school website.</p> <p>Homework involves research and then sharing of this information either as a presentation or a word search with questions.</p>
<b>Main knowledge, understanding and skills to develop:</b>	<ul style="list-style-type: none"> <li>Keyboard skills.</li> <li>Composition skills.</li> <li>Performance skills.</li> <li>Context of the music.</li> <li>Musical Language.</li> </ul>

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<b>Subject:</b>	<b>Physical Education</b>
<b>Main topics covered during Year 7</b>	<p>Games activities:</p> <ul style="list-style-type: none"> <li>Rugby</li> <li>Football</li> <li>Basketball</li> <li>Badminton</li> <li>Netball</li> <li>Hockey</li> <li>Swimming</li> <li>Gymnastics</li> <li>Athletics</li> <li>Cricket/Rounders</li> <li>Short Tennis/Tennis</li> </ul>
<b>How are students grouped?</b>	Students are in ability groups based on approach/performance from Year 7.
<b>Home learning plans</b>	<p>Homework is not set BUT we do expect students to:</p> <ul style="list-style-type: none"> <li>Develop skills/fitness outside of lessons where possible.</li> <li>Take up opportunities to join extra curricular clubs.</li> </ul>
<b>Main knowledge, understanding and skills to develop</b>	<p>Develop knowledge and understating of topics listed above through work in lessons, extra – curricular activities, watching/reading. Develop the ability to work with others in group situations, giving help and advice.</p> <ul style="list-style-type: none"> <li>Pack kit the night before the lesson.</li> <li>Bring Full/correct Trinity kit for all lessons.</li> <li>Give your best in all activities.</li> <li>Take advantage of opportunities on offer through extra-curricular clubs, activities and teams.</li> </ul> <p><b>Remember</b></p> <ul style="list-style-type: none"> <li>Healthy Body = Healthy Mind.</li> <li>Attitude and Effort = Achievement.</li> </ul>

## Year 8 Subject Information

<b>Subject:</b>	<b>Religious Studies</b>
<b>Main topics covered during Year 8:</b>	<ul style="list-style-type: none"> <li>• <b>The Big Ones</b> (Questions of Meaning).</li> <li>• <b>The Journey of Life</b> (Rites of Passage).</li> <li>• <b>The Greatest of Celebrities</b> (The Life of Jesus).</li> <li>• <b>Let's take a trip</b> (Pilgrimages).</li> </ul>
<b>How are students grouped?</b>	In Year 8 students are grouped into similar ability groups. There are four groups for each half year group.
<b>Home learning plans:</b>	Home learning is set every half term. Students have two weeks to complete the tasks; they will have a choice of learning styles for some of the tasks. All home learning should take at least two hours to complete. All tasks are available on the home learning page of the Moodle website.
<b>Main knowledge, understanding and skills to develop:</b>	<p>The two main RS skills are for students to be <b>Informed</b> and to be <b>Reflective</b>.</p> <p>They should have <b>knowledge and understanding</b> about the religious and non- religious responses to the big questions of life and how these are seen in everyday life.</p> <p>Students should <b>reflect</b> on and express their own views while thinking about the beliefs and values of others.</p> <p><i>'Pupils should not just learn about religion but also about themselves from religion'</i></p>

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<b>Subject:</b>	<b>Science</b>
<b>Main topics covered during Year 8:</b>	<p><b>Understanding Organisms</b> Includes cells, tissues, organs and systems. Understanding the environment – includes food webs, decay and adaptations</p> <p><b>Particles</b> Includes elements, mixtures and compounds and their chemical reactions.</p> <p><b>Chemical Resources</b> Includes metals, rocks and their uses.</p> <p><b>Energy and Forces</b> Includes the types of electromagnetic radiation, energy and forces.</p> <p><b>Energy Resources</b> Includes speed, work and space.</p>
<b>How are students grouped?</b>	<p>Students are set in September using data from their end of Year 7 test. They are reset approximately every 6 weeks using data from topic tests and teacher assessed information.</p>
<b>Home learning plans:</b>	<p>Students are set regular homework – this may be learning, research, reading or a written homework designed to consolidate or extend learning in class. Longer homework tasks may be set over number of weeks. Students in shared groups will have work set by each of the teachers on a rotating basis.</p>
<b>Main knowledge, understanding and skills to develop:</b>	<p>Knowledge and understanding of key facts from topics listed above. Application of knowledge. Evaluation of experimental technique. Analysis of data. Maths skills.</p>

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<b>Subject:</b>	<b>Spanish</b>
<b>Main topics covered during Year 8:</b>	<p>Free time including sports, hobbies, TV programs.          Inviting people on a date, to a party.          Food and drink (recipes, restaurant dialogues).          Pocket money and how they spend/ save it.          New technologies including the advantages and disadvantages of these.          Fashion and opinions on fashion.          Holidays and journeys.</p>
<b>How are students grouped?</b>	<p>Students are grouped according to data received via summative and formative assessments on the four skill areas. Students are regularly assessed by the teacher and via departmental monitoring to ensure that they are in the correct set.</p>
<b>Home learning plans:</b>	<p>Students are given a choice of at least <b>one</b> activity to do as part of their half termly project. The current choices as displayed on the school Moodle are:</p> <ul style="list-style-type: none"> <li>• Brochure in Wish you were here style.</li> <li>• Mr Men Holiday comic story.</li> <li>• Wish you were here style Program (Speaking).</li> <li>• Holiday postcard.</li> <li>• Insert for a brochure on a destination and hotel.</li> <li>• Powerpoint on your holidays.</li> </ul>
<b>Main knowledge, understanding and skills to develop:</b>	<p>Pronunciation patterns          Dictionary skills and using it for the correct use of the word          Identifying their own targets and strengths through regular peer and self assessment opportunities.          Improved understanding of the literacy terms in language and employment of these in discussion.          Grammatical Accuracy (using different tenses).          Identify points of view.          Listening to longer passages for main points of detail including opinions, reasons, justifications and tenses.          Reading longer passages for main points of detail and being able to manipulate and replace the language.          Recall of vocabulary and strategies for learning answers.          Develop writing and speaking using a range of tenses, connectives, opinions, reasons and justifications.</p>

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<b>Subject:</b>	<b>Design and Technology: Textiles</b>
<b>Main topics covered during Year 8:</b>	<ul style="list-style-type: none"> <li>• Gather a wide range of research on hats and their function and present it.</li> <li>• Use research to develop design ideas.</li> <li>• Understand the working properties of polar fleece.</li> <li>• Learn how to annotate and evaluate design ideas.</li> <li>• Understand how to use stencil/patterns to construct hats.</li> <li>• Trial a range of decorative techniques.</li> </ul>
<b>How are students grouped?</b>	<p>Students are grouped into sets 1-5 based on Year 7 assessment and current performance.</p>
<b>Home learning plans:</b>	<p>Students are required to carry out individual research on the topic. Feedback is given through peer/self and teacher assessment.</p>
<b>Main knowledge, understanding and skills to develop:</b>	<ul style="list-style-type: none"> <li>• Learn how to link research to develop design ideas.</li> <li>• Understand a range of strategies to help design more imaginatively.</li> <li>• Know how synthetic fabrics are produced.</li> <li>• Improve practical skills in cutting out and constructing hat pieces using the sewing machine.</li> </ul> <p>Formal teacher assessment of the completed hat and supporting portfolio which contributes to the overall level that students will be awarded for Design and Technology KST3.</p> <p>A final written test is also completed and used to inform the final grade.</p>