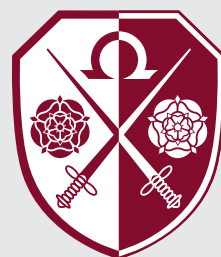


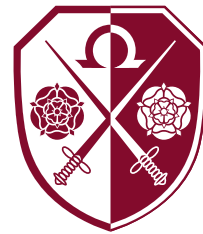
**EAST  
BARNET  
SCHOOL**



*"I want to learn"*

**Year 8  
Curriculum Booklet**

# Key Stage 3



## SUBJECT OVERVIEW

### **ART AT KEY STAGE 3**

KS3 Art focuses on skills in drawing, painting, printing, ceramics and 3D sculpture/modelling. Students learn to keep a sketchbook where they research artists, experiment and develop ideas. The topics studied in KS3 have been designed to include knowledge, skills and understanding. Students develop their ability to use and understand visual language and create imaginative responses to artists' work. Students are introduced to the formal elements of Art and are taught how to build towards a final outcome. Students work to a wide range of themes throughout the course of KS3.

### **COMPUTING AT KEY STAGE 3**

By the end of KS3, students will have learnt how hardware and software works together in computer systems. They will have also experimented with a variety of static and dynamic programming languages and produced a variety of digital artefacts including websites, smartphone apps, event driven games, text-based games and multimedia products. The KS3 curriculum also ensures that students are provided with the knowledge to deal with issues such as online gaming, social networking apps and computer misuse.

### **DESIGN AND TECHNOLOGY (D&T) AT KEY STAGE 3**

The topics studied at KS3 have been designed to give students the opportunity to be creative, using their imaginations to produce innovative outcomes for a wide range of users. They will be able to work as individuals and co-operatively in groups, developing ideas and making products. They will respond to a range of briefs set in a variety of contexts. They will improve upon existing items by questioning and evaluating. They will develop their appreciation of and sensitivity to global issues. They will learn how to use a wide range of tools and materials effectively and safely as stepping stones to help accomplish these aims.

### **DRAMA AT KEY STAGE 3**

Students receive one hour of Drama per week in which they explore a different and varied scheme of learning each half term. Designed to engage the students through subject matter, as well as introducing Drama skills and techniques, while simultaneously developing communication and collaborative skills. Schemes of learning have been developed in order to build on learning in previous years; with an increase in level of challenge ultimately leading to accumulating sufficient knowledge and experience. A high proportion of lessons are practical, with verbal feedback regularly received from teachers and peers.

### **ENGLISH AT KEY STAGE 3**

Our KS3 English curriculum is underpinned by the four strands of literacy skills - reading, writing, speaking and listening. Students develop their skills in order to communicate clearly and effectively in social and academic situations. Students will aim to demonstrate proficient use of all four literacy skills through a variety of literature and language topics and fortnightly lessons of the 'Let's Think in English' programme. Units of work are designed to engage and encourage our students to enjoy English. Through the enjoyment of lessons, students can apply the knowledge and skills not only to examinations at KS4/5, but for life beyond school, contributing to the development of our students as well-rounded individuals. Students will study a range of both modern and pre-19th century texts including: fiction, non-fiction, poetry, drama and media texts. Students will engage in varied class activities including group discussions, class presentations as well as exposure to wider school literacy initiatives and events. For example, author visits, reading competitions and Library activities which aim to develop and establish a whole school reading culture and enjoyment of English.

### **GEOGRAPHY AT KEY STAGE 3**

Students follow a bespoke curriculum which closely aligns with the National Curriculum. Throughout KS3 we aim to provide students with foundational geographical knowledge and skills to enable successful progression into KS4. Students study a range of physical and human topics and develop essential geographical enquiry and skills.

### **HISTORY AT KEY STAGE 3**

History at KS3 is not only designed to enthuse, but to equip students with knowledge and skills that will prepare them to become life-long learners. Our topics are carefully chosen and thoughtfully planned to promote critical thinking and independent enquiry, so that students are given the opportunity to challenge their misconceptions, build upon their curiosity of the past and consider the relevance to issues that confront all of us in the modern world. Our Year 7 course focuses on the theme of 'Conquest and Settlement in Medieval Europe and the Arab World', moving into 'Religion, Empire and Industrialisation in the Early Modern World' in Year 8, and Year 9 explores 'Conflicts in the c20th World'. We are privileged to host a visit from a Holocaust speaker for Year 9 students, and various off-site visits, enriching opportunities that allow students to actively participate in historical issues that have meaning in the present day.

### **MATHEMATICS AT KEY STAGE 3**

All students develop their understanding in Number, Algebra, Ratio Proportion and Rates of Change, Geometry and Measures, Probability and Handling Data, whilst being able to use and apply these skills appropriately. Class lessons include discussion of topics, but students also work individually completing questions related to the skills taught and applying these to problem solving questions. Year 7 and 8 have a spiral structure with Year 8 chapters following on from the Year 7 chapters, extending learning and understanding. Chapters during the year review and build on topics previously completed. Homework plays a very important part in the learning process. There are 2 homeworks a week:

1. A Hegarty homework on the computer to revise topics covered about six weeks ago.
2. Written worksheet to check skills or an application worksheet to practise more exam type problem solving questions.

### **MODERN FOREIGN LANGUAGES (MFL) AT KEY STAGE 3**

In Year 7, students follow a course specifically designed to introduce language learning in French, German or Spanish. Continuing with this language throughout KS3, the majority of students opt to learn a second language in Year 8 and 9. Language lessons scaffold learning through the four skills of listening, speaking, reading and writing. Students cover a range of topics which relate to their immediate experience of the world. Language and grammar are built around these topics and through a rigorous curriculum, solid foundations are laid to secure success in their future language learning.

### **MUSIC AT KEY STAGE 3**

To develop students' ability to compose and perform music using their creativity and imagination across a broad range of topics and projects. Listening skills will be taught so that students have the capability to talk and write about Music in an intelligent and thoughtful way.

### **PHYSICAL EDUCATION (PE) AT KEY STAGE 3**

In PE, we aim to give students a broad and balanced curriculum that sensitively matches their needs and requirements of the National Curriculum. Students are assessed in a variety of contexts to determine which group they will be best suited to, with each lesson designed to maximise progress. Students have two timetabled lessons per week. Every three to four weeks (6-8 lessons) students embark on a new sport. Over the course of the year, this affords them experience in various sports and physical activities. PE seeks to create a culture of high expectations where staff help students prepare themselves for a lifetime of physical activity. Students will be given the opportunity to enjoy, succeed and gain confidence whilst improving their proficiency in sport and develop knowledge and understanding.

### **PERSONAL, SOCIAL, HEALTH & ECONOMIC EDUCATION (PSHEE) & CITIZENSHIP AT KEY STAGE 3**

At KS3, students build on the skills, attitudes, values, knowledge and understanding they have acquired and developed during the primary phase. PSHEE acknowledges and addresses the changes that young people are experiencing, beginning with transition to secondary school, the challenges of adolescence and their increasing independence. It teaches the skills which will equip them for the opportunities and challenges of life. Students are encouraged to manage diverse relationships and the increasing influence of peers and the media. PSHEE allows them to be more confident in addressing the challenges of effective learning and making a full and active contribution to society.

### **RELIGIOUS EDUCATION (RE) AT KEY STAGE 3**

Students follow a bespoke programme aligned with the locally agreed syllabus. Many of the skills learnt in RS lessons are not exclusive to the subject. Being able to evaluate opinions, understand sources, interpret language, symbolism, metaphors and allegories are all useful in other subjects such as History, English, Music, and Languages. To develop these skills, our course involves a detailed examination of the Abrahamic religions (Judaism, Christianity, Islam) and important aspects of cyclic religions (Hinduism, Buddhism, Sikhism). The schemes of work are structured to provide the foundation needed at KS4. Students are taught to conceptualise, analyse and substantiate their opinions with evidence and lines of reasoning. This then creates a smooth transition to achieve their potential at GCSE.

### **SCIENCE AT KEY STAGE 3**

Students follow a bespoke programme aligned with the National Curriculum which enables them to develop investigative approaches to Science and nurture a thirst for knowledge. Students complete a range of topics that draw from all three Sciences - Biology, Chemistry and Physics - which provide the foundations they need to make excellent progress at KS4. The focus of every lesson will be one or more of the science skill sets highlighted on the Science Learning Ladder (knowledge, experimental, analysis, math, literacy).



# Year 8: Autumn 1 - Until October Half Term



| SUBJECT                        | UNIT OF WORK  | ASSESSMENT   |
|--------------------------------|---|--|
| <b>ART</b>                     | African Art   | Students are assessed during and at the end of each project; verbal feedback and levels are recording on a feedback matrix in students' sketchbooks.                   |
| <b>COMPUTING</b>               | App development (App inventor)  | Build Log, screenshots and code blocks.  |
| <b>DESIGN &amp; TECHNOLOGY</b> | A selection from: Karakuri - students make a moving mechanism using paper and card which culminates in a whole-year House Competition. Passive Speaker - continuing from the truck project students learn more in-depth theory and skills using wood, polymers and CAD. G-Clamp or Balancing Tool - learning about metals and how to cut shape and join them. | End of unit test.  |
| <b>D&amp;T: TEXTILES</b>       | Students will learn about how to safely and correctly use a range of specialist equipment to try a range of decorative skills. They will design and make a cushion influenced by culture.   | Ongoing teacher/peer/self assessment of theory work in a booklet to support the making of the cushion.   |
| <b>DRAMA</b>                   | Creating a Role: how to create and develop a character for performance.   | End of unit assessment - Performance.  |
| <b>ENGLISH</b>                 | Fiction Novel e.g. <i>Trash, Noughts and Crosses, Hoot.</i>   | Creative writing; transactional writing; reading comprehension.  |
| <b>FRENCH</b>                  | Completion of Studio 1, Chapter 2.  | Studio 1, Chapter 2 assessment (listening, reading & writing).   |
| <b>GEOGRAPHY</b>               | Coasts (7 weeks)  | Year 7 recap knowledge test.   |
| <b>GERMAN</b>                  | Echo 1, Chapter 5: 'Mein Zuhause' - My home (where you live, types of house, rooms, furniture, prepositions, activities at home)  |  |
| <b>HISTORY</b>                 | Skills Unit<br>Ruling 1500-1750   | Skills Unit - Assessment Ruling 1500-1750: 'Henry VIII made the most important changes to religion during the Tudor period'. How far do you agree with this statement? |
| <b>MATHEMATICS</b>             | Chapter 1 - Whole number and decimals<br>Chapter 2 - Measures, perimeter and area<br>Chapter 3 - Expressions and formulae   | Chapter 1, 2 and 3 tests   |
| <b>MUSIC</b>                   | Improvisation and Blues (Keyboard)  | Paired, then group performance of 12-Bar Blues chords and melody.  |
| <b>PHYSICAL EDUCATION</b>      | Builds on the foundations of the previous year, starting with a cross-country run to identify fitness starting point. Students continue to develop sports confidence, proficiency and fluency in a range of sporting activities. Set 5 (girls) will experience: netball, table tennis, exercise to music and trampolining.                                    | Teacher practically assesses students at the end of every block of activity. Using the learning ladder from Foundation 1 to Higher 3.                                  |
| <b>PSHEE &amp; CITIZENSHIP</b> | Health and Wellbeing: Risky and negative behaviour - looking at the risks to your personal wellbeing, including sexting and keeping safe on the internet. Drop-Down Session - Living in the Wider World: Government and Democracy - The role of the monarch, Parliament and how the government make laws.   |  |
| <b>RELIGIOUS EDUCATION</b>     | What is worship?  |  |
| <b>SCIENCE</b>                 | Electricity and magnetism<br>Reproduction   | End of unit test.<br>End of unit test.   |
| <b>SPANISH</b>                 | Basic revision from Year 7: Basic information, numbers, birthday, opinions, question words. Unit 1 La gente: Talk about activities, revision physical description, comparatives, using reflexive verbs, use sequencing words.   |  |



# Year 8: Autumn 2 - Until Christmas Holiday



| SUBJECT                        | UNIT OF WORK   | ASSESSMENT   |
|--------------------------------|--|--|
| <b>ART</b>                     | African Art  | Students are assessed during and at the end of each project; verbal feedback and levels are recording on a feedback matrix in students' sketchbooks. |
| <b>COMPUTING</b>               | Animation theory and practical   | Design and the animation.  |
| <b>DESIGN &amp; TECHNOLOGY</b> | A selection from: Karakuri - students make a moving mechanism using paper and card which culminates in a whole-year House Competition. Passive Speaker - continuing from the truck project students learn more in-depth theory and skills using wood, polymers and CAD. G-Clamp or Balancing Tool - learning about metals and how to cut shape and join them.                            | End of unit test.  |
| <b>D&amp;T: TEXTILES</b>       | More in depth use of the sewing machine to explore how it can be used decoratively as well as for construction.  |  |
| <b>DRAMA</b>                   | Melodrama & Pantomime: students create their own original pantomime.   | End of unit assessment - Collaboration.  |
| <b>ENGLISH</b>                 | Non-fiction project e.g. Advertising<br>Transactional writing tasks  | Analysis of texts, Speaking and Listening presentations.   |
| <b>FRENCH</b>                  | Studio 1, Chapter 3: 'Mes passetemps' (My hobbies - phone & computer usage, sports (jouer) & activities (faire), saying what you like doing, talking about sportsmen & women).   |  |
| <b>GEOGRAPHY</b>               | Coasts (2 weeks)<br>China (6 weeks)  | Coasts end of unit test.   |
| <b>GERMAN</b>                  | Completion of Echo 1, Chapter 5. Echo 1, Chapter 6: 'Stadt und Land' - Town and country (describing where a town is situated, places in a town, directions, buying food and drink, plans for a future holiday).  | Echo 1, Chapter 5 Assessment (Listening, Reading & Writing)  |
| <b>HISTORY</b>                 | Living and Working 1500-1750   | Assessment: What was the greatest threat to people living in the period 1500-1750?   |
| <b>MATHEMATICS</b>             | Chapter 4 - Fractions, decimals and percentages<br>Chapter 5 - Angles and shapes<br>Chapter 6 - Graphs   | Chapter 4, 5, 6 tests.   |
| <b>MUSIC</b>                   | Developing Elements (Music Theory and Classical Music Introduction)  | Written listening test.  |
| <b>PHYSICAL EDUCATION</b>      | Builds on the foundations of the previous year. Starting with a cross country run for students to identify their fitness starting point for the year. Students continue to develop their sports confidence, proficiency and fluency in a range of sporting activities. A set 5 (girls) group will experience the teaching of: Netball, table tennis, Exercise to music and trampolining. | Teacher practically assesses students at the end of every block of activity. Using the learning ladder from Foundation 1 to Higher 3.                |
| <b>PSHEE &amp; CITIZENSHIP</b> | Drop-Down Session - Health and Wellbeing: Drugs Education - Alcohol units and potential effects upon the body and personal wellbeing. Relationships: Developing tolerance and understanding - Challenging stereotypes in society, The Equality Act and Protected characteristics.  |  |
| <b>RELIGIOUS EDUCATION</b>     | Rites of Passage: Initiation and Marriage<br>How do we grow up in a religion?<br>When do we become adults?<br>What is marriage all about?  | Formative Assessment: Commitment<br>Summative: Rites of Passage Assessment   |
| <b>SCIENCE</b>                 | Acids and Alkalis<br>Health and Lifestyle  | End of unit test.<br>End of unit test.   |
| <b>SPANISH</b>                 | Completion of Unit 1. Unit 2: Vamos a Salir: Places in a town, using the near future, activities in town, inviting someone to go out, making excuses.  | Unit 1 Listening, Reading and Writing Assessment.  |



# Year 8: Spring 1 - Until February Half Term



| SUBJECT                        | UNIT OF WORK  | ASSESSMENT   |
|--------------------------------|---|--|
| <b>ART</b>                     | Metamorphic Spoons  | Students are assessed during and at the end of each project; verbal feedback and levels are recording on a feedback matrix in students' sketchbooks. |
| <b>COMPUTING</b>               | Micro:bit   | Build Log: code blocks and screenshots   |
| <b>DESIGN &amp; TECHNOLOGY</b> | A selection from: Karakuri - students make a moving mechanism using paper and card which culminates in a whole-year House Competition. Passive Speaker - continuing from the truck project students learn more in-depth theory and skills using wood, polymers and CAD. G-Clamp or Balancing Tool - learning about metals and how to cut shape and join them. | End of unit test.  |
| <b>D&amp;T: TEXTILES</b>       | Sewing machine skills used to construct the cushion from five individual panels into one cushion.   | Teacher assessment of design, skills and level of finish shown in the cushion and overall booklet work.  |
| <b>DRAMA</b>                   | Physical Theatre: practical exploration of physical theatre techniques.   | End of unit assessment - Collaboration.  |
| <b>ENGLISH</b>                 | Playscript e.g. <i>Flesh and Blood</i> , <i>Anansi</i><br>Poetry  | Speaking and Listening presentations; analysis of dramatic techniques; creative writing; comparison of poems.  |
| <b>FRENCH</b>                  | Completion of Studio 1, Chapter 3. Studio 1, Chapter 4: 'Ma zone' (My area - places in a town, directions, where you go at the weekend, arranging to go out, saying what you can do in a town).   | Studio 1, Chapter 3 assessment (listening, reading and writing).   |
| <b>GEOGRAPHY</b>               | China (2 weeks)<br>Glaciation (4 weeks)   | China end of unit test.  |
| <b>GERMAN</b>                  | Completion of Echo 1, Chapter 6. Echo 2, Chapter 1: 'Die Ferien' - Holidays (weather, accommodation, leisure activities, time, perfect tense).  | Echo 1, Chapter 6 Assessment (listening, speaking and reading).  |
| <b>HISTORY</b>                 | British Empire  | Assessment: Explain why Britain wanted an empire?  |
| <b>MATHEMATICS</b>             | Chapter 7 - Mental calculations<br>Chapter 8 - Collecting and representing data   | Chapter 7 and 8 tests.<br>Mid-year assessment on chapters 1 - 8.   |
| <b>MUSIC</b>                   | Keyboard and Ukulele (Chords and Melody)  | Group performances.  |
| <b>PHYSICAL EDUCATION</b>      | Set 5 will experience the teaching of: football, short tennis (indoors) and dance. There is more of a leadership focus in this year where students are required to lead each other and support the progress of others as well as themselves.  | Teacher practically assesses students at the end of every block of activity. Using the learning ladder from Foundation 1 to Higher 3.                |
| <b>PSHEE &amp; CITIZENSHIP</b> | Living in the Wider World: The Media - Violence and computer games, the role of the ASA and the perceived effects upon behaviour and society. Drop-Down Session - Relationships: Sex and Relationship Education: Love, qualities, different types of relationships and consent. Hate crimes and the law.  |  |
| <b>RELIGIOUS EDUCATION</b>     | Rites of Passage: Death and Funerals<br>What happens when we die?   | Formative: Letter of Advice to those left behind.<br>Summative: Keywords and Essay.  |
| <b>SCIENCE</b>                 | The Periodic table<br>Space   | End of unit test.<br>End of unit test.   |
| <b>SPANISH</b>                 | Completion of Unit 2. Unit 3 Mis Vacaciones: Where you go and where you went on holiday, saying how you travelled, introduction of Preterit (Past Tense), What you did on holiday, giving more detail and opinions about a past holiday.  | Unit 2 Listening and Reading Assessment.<br>Unit 1 and 2 Speaking Assessment.  |



# Year 8: Spring 2 - Until Easter Holidays



| SUBJECT                        | UNIT OF WORK   | ASSESSMENT   |
|--------------------------------|--|--|
| <b>ART</b>                     | Metamorphic Spoons   | Students are assessed during and at the end of each project; verbal feedback and levels are recording on a feedback matrix in students' sketchbooks. |
| <b>COMPUTING</b>               | Game-making  | Design screenshots and review.   |
| <b>DESIGN &amp; TECHNOLOGY</b> | A selection from: Karakuri - students make a moving mechanism using paper and card which culminates in a whole-year House Competition. Passive Speaker - continuing from the truck project students learn more in-depth theory and skills using wood, polymers and CAD. G-Clamp or Balancing Tool - learning about metals and how to cut shape and join them.                                | End of unit test.  |
| <b>D&amp;T: FOOD</b>           | Students build on skills from Year 7 with more complex dishes utilising multiple skills; focusing on main meals and cake-making methods. Students alternate between a theory / demonstration lesson and a practical lesson for each cook / skill covered. They will cook: ragu, macaroni cheese, fish cakes, sweet muffins, thai green curry, marble tray bake, shepherd's pie, fairy cakes. | Teacher assessment of food practicals and overall booklet work.  |
| <b>DRAMA</b>                   | Millions: exploring the issues within Frank- Cottrell-Boyce's play about a boy who finds a large sum of money.   | End of unit assessment - Evaluation.   |
| <b>ENGLISH</b>                 | Media & non-fiction e.g. <i>Murder on the Orient Express</i> , <i>Truman Show</i> , <i>Jaws</i> . Creative writing e.g. Gothic literature/spooky stories.  | Film analysis; non-fiction writing; story writing.   |
| <b>FRENCH</b>                  | Completion of Studio 1, Chapter 4. Studio 1, Chapter 5: '3...2...1 Partez' (Holidays - holiday destinations & activities, getting ready to go out, buying snacks & drinks, holiday plans (near future), dreams for the future).  | Studio 1, Chapter 4 Assessment (listening, speaking & reading).  |
| <b>GEOGRAPHY</b>               | Glaciation (2 weeks)   | Glaciation knowledge test.   |
| <b>GERMAN</b>                  | Completion of Echo 2, Chapter 1.   | Echo 2, Chapter 1 Assessment (listening, reading & writing).   |
| <b>HISTORY</b>                 | Transatlantic Slave Trade  | Assessment: How useful is Roots for learning about the Middle Passage?   |
| <b>MATHEMATICS</b>             | Chapter 9 - Transformations<br>Chapter 10 - Equations<br>Chapter 11 - Written and calculator methods<br>Chapter 12 - Constructions   | Chapter 9, 10, 11, 12 tests.   |
| <b>MUSIC</b>                   | Group Music Skills (Putting a short song together)   | Group performances and written listening test.   |
| <b>PHYSICAL EDUCATION</b>      | Set 5 will experience the teaching of: football, short tennis (indoors) and dance. There is more of a leadership focus in this year where students are required to lead each other and support the progress of others as well as themselves.   | Teacher practically assesses students at the end of every block of activity. Using the learning ladder from Foundation 1 to Higher 3.                |
| <b>PSHEE &amp; CITIZENSHIP</b> | Drop-Down Session - Living in the Wider World: Careers and Guidance Education - personal qualities and skills needed for the modern workplace. Health and wellbeing: Healthy lifestyles - eating and exercising for present and future emotional and physical wellbeing.   |  |
| <b>RELIGIOUS EDUCATION</b>     | Religion in Practise: Islam  | Formative Assessment: Debate on Equality. Summative Assessment: Essay.   |
| <b>SCIENCE</b>                 | Separation techniques  | End of unit test.  |
| <b>SPANISH</b>                 | Completion of Unit 3: Using Present, past and future to describe a holiday, Past tense in more detail. Prepare for longer writing tasks. Unit 4 La comida: Mealtimes in Spain, food in a market / buying food, ordering food in a restaurant, Use past, present and future together, introduction of the imperfect tense.  | Unit 3 Listening and Reading assessment. Writing Assessment including aspects from Unit 1, 2 & 3.  |



# Year 8: Summer 1 - Until May Half Term



| SUBJECT                        | UNIT OF WORK   | ASSESSMENT   |
|--------------------------------|--|--|
| <b>ART</b>                     | The Garden   | Students are assessed during and at the end of each project; verbal feedback and levels are recording on a feedback matrix in students' sketchbooks. |
| <b>COMPUTING</b>               | PC support   | In class assessment, verbal feedback.  |
| <b>DESIGN &amp; TECHNOLOGY</b> | A selection from: Karakuri - students make a moving mechanism using paper and card which culminates in a whole-year House Competition. Passive Speaker - continuing from the truck project students learn more in-depth theory and skills using wood, polymers and CAD. G-Clamp or Balancing Tool - learning about metals and how to cut shape and join them.                                | End of unit test   |
| <b>D&amp;T: FOOD</b>           | Students build on skills from Year 7 with more complex dishes utilising multiple skills; focusing on main meals and cake-making methods. Students alternate between a theory / demonstration lesson and a practical lesson for each cook / skill covered. They will cook: ragu, macaroni cheese, fish cakes, sweet muffins, thai green curry, marble tray bake, shepherd's pie, fairy cakes. | Teacher assessment of food practicals and overall booklet work.  |
| <b>DRAMA</b>                   | Comedy: exploring comedy techniques, scripts, and improvisations.  | End of unit assessment - Performance.  |
| <b>ENGLISH</b>                 | Greek Mythology and Subverted Fairy Tales.   | Story writing; reading tasks.  |
| <b>FRENCH</b>                  | Completion of Studio 1, Chapter 5.   | Studio 1, Chapter 5 Assessment (listening, speaking, reading and writing).   |
| <b>GEOGRAPHY</b>               | Fragile cold environments (6 weeks)  | Fragile cold environments knowledge test.  |
| <b>GERMAN</b>                  | Echo 2, Chapter 2: 'Einkaufen und Essen' - Shopping & food (fruit & veg, ordering food in a café, food preferences, shops, pocket money).  |  |
| <b>HISTORY</b>                 | Britain 1750 - 1900  |  |
| <b>MATHEMATICS</b>             | Chapter 13 - Sequences<br>Chapter 14 - 3D Shapes   | Chapter 13 and 14 tests.   |
| <b>MUSIC</b>                   | World Music (keyboard)   | Paired performances on keyboard.   |
| <b>PHYSICAL EDUCATION</b>      | Set 5 will experience athletics, softball and rounders. During this term students are required to develop their technique to a greater depth as they spend more time on these activities.  | Teacher practically assesses students at the end of every block of activity. Using the learning ladder from Foundation 1 to Higher 3                 |
| <b>PSHEE &amp; CITIZENSHIP</b> | Living in the Wider World: Action and consequences, the rule of law, courts and prison. Drop-Down Session - Living in the Wider World: What is a community and what does it need to thrive?  |  |
| <b>RELIGIOUS EDUCATION</b>     | Religion in Practise: How does belief affect Christians today?<br>The Christian Church in the world today.   | Formative Assessment: Denominations quiz.<br>Summative Assessment: Mission Essay.  |
| <b>SCIENCE</b>                 | Ecosystems   | End of unit test.  |
| <b>SPANISH</b>                 | Completion of Unit 4. Prepare role-play scenarios in preparation for the trip to Cantabria.  | Unit 4 Listening and Reading Assessment.<br>Speaking Assessment including aspects of unit 1, 2, 3 & 4.   |





# Year 8: Summer 2 - Until Summer Holidays



| SUBJECT                        | UNIT OF WORK   | ASSESSMENT   |
|--------------------------------|--|--|
| <b>ART</b>                     | The Garden   | Students are assessed during and at the end of each project; verbal feedback and levels are recording on a feedback matrix in students' sketchbooks. |
| <b>COMPUTING</b>               | Python programming   | Build log.   |
| <b>DESIGN &amp; TECHNOLOGY</b> | A selection from: Karakuri - students make a moving mechanism using paper and card which culminates in a whole-year House Competition. Passive Speaker - continuing from the truck project students learn more in-depth theory and skills using wood, polymers and CAD. G-Clamp or Balancing Tool - learning about metals and how to cut shape and join them.                                | End of unit test.  |
| <b>D&amp;T: FOOD</b>           | Students build on skills from Year 7 with more complex dishes utilising multiple skills; focusing on main meals and cake-making methods. Students alternate between a theory / demonstration lesson and a practical lesson for each cook / skill covered. They will cook: ragu, macaroni cheese, fish cakes, sweet muffins, thai green curry, marble tray bake, shepherd's pie, fairy cakes. | Teacher assessment of food practicals and overall booklet work.  |
| <b>DRAMA</b>                   | My Name is...: looking at issues of bullying at various stages of childhood.   | End of unit assessment - Performance   |
| <b>ENGLISH</b>                 | Drama e.g. Shakespeare.  | Speaking and Listening<br>Drama analysis.  |
| <b>FRENCH</b>                  | Project work   |  |
| <b>GEOGRAPHY</b>               | Fragile cold environments (2 weeks)<br>Sustainable urban transport fieldwork project   | Glaciation and fragile cold environments end of topic test<br>Sustainable urban transport assessed through fieldwork booklet .                       |
| <b>GERMAN</b>                  | Completion of Echo 2, Chapter 2.   | Echo 2, Chapter 2 Assessment (listening, speaking, reading and writing).   |
| <b>HISTORY</b>                 | Civil Rights in the USA.   |  |
| <b>MATHEMATICS</b>             | Chapter 15 - Ratio and proportion<br>Chapter 16 - Probability  | Chapter 15 and 16 tests.<br>Two end of year assessments on all chapters.   |
| <b>MUSIC</b>                   | Fusion Music (keyboard, guitar, ukulele and percussion).   | Group performances.  |
| <b>PHYSICAL EDUCATION</b>      | Set 5 will experience athletics, softball and rounders. During this term students are required to develop their technique to a greater depth as they spend more time on these activities.  | Teacher practically assesses students at the end of every block of activity. Using the learning ladder from Foundation 1 to Higher 3                 |
| <b>PSHEE &amp; CITIZENSHIP</b> | Living in the Wider World: Financial awareness - saving, debit and credit cards. Drop-Down Session - Living in the Wider World: Human Rights - balancing rights and responsibilities.  |  |
| <b>RELIGIOUS EDUCATION</b>     | People of Faith: Is there power in Peace? (Interfaith, MLK, Malcolm X, Oscar Romero. Desmond Tutu, Gandhi, etc).   | Group presentation.  |
| <b>SCIENCE</b>                 | Energy   | End of unit test.  |
| <b>SPANISH</b>                 | Unit 5 De Moda: Talking about clothes, uniform. Revision of the year.  |  |



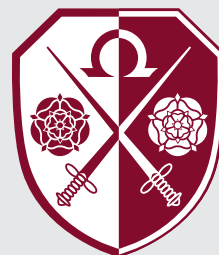
# Extended Learning

## FOR EACH SUBJECT

| SUBJECT                           | WEBSITES  | READ   | VISIT OR WATCH  | EXTRA  |
|-----------------------------------|---|--|---|--|
| <b>ART</b>                        | nationalgallery.org.uk<br>tate.org.uk;<br>npg.org.uk;<br>artfund.org                | <i>The Art Book for Children;</i><br><i>200 Projects To Strengthen Your Art Skills</i> (Valerie Colston); <i>101 Mixed Media Techniques</i> (Cherril Doty) | BBC iPlayer: Arts Section.  | KS3 Art competitions;<br>lunchtime Art Club;<br>optional extra homeworks.      |
| <b>COMPUTING</b>                  | appinventor.mit.edu;<br>yoyogames.com/<br>gamemaker;<br>microbit.org;<br>python.org | thinkuknow.<br>co.uk/11_13/  |   | khanacademy.<br>org/computing  |
| <b>DESIGN &amp; TECHNOLOGY</b>    | technologystudent.com;<br>BBC Bitesize; <i>How It's Made</i> YouTube channel.       | Collins D&T workbooks.   | Museums and exhibitions.  | KS3 Club, Props Club for shows.<br>Robotics Club, F1 for schools. CAD support. |
| <b>D&amp;T: FOOD AND TEXTILES</b> | YouTube for videos of skills.   | Recipe books. Look at food packaging / labelling when shopping.  | <i>Great British Bake Off</i> and other cooking programmes<br>Visit the Fashion and Textiles museum, Design Museum, V&A.  | Practice recipes at home where possible and accurately weighing ingredients.   |
| <b>DRAMA</b>                      | nationaltheatre.org.uk/learning/schools/secondary-and-fe/resources                  | <i>Millions</i> (Frank Cottrell-Boyce)   | Visit the theatre and watch plays!  | Join Year 8 Drama Club or a Drama group outside of school.                     |
| <b>ENGLISH</b>                    | bbc.co.uk/bitesize/subjects/z3kw2hv   | Library recommended reading lists.<br>Newspaper articles, modern fiction, Greek mythology.   | Theatre productions of Shakespeare; modern theatre; film adaptations of texts e.g. Agatha Christie stories, Greek Myths; TED Talks; British Library exhibitions.  | Creative Writing Club  |
| <b>FRENCH</b>                     | linguascope.com;<br>quizlet.com;<br>bbc.bitesize.com                                |  | YouTube - French music videos; Netflix - French films.  |  |
| <b>GEOGRAPHY</b>                  | senecalearning.com;<br>bbc.co.uk/news;<br>bbc.co.uk/bitesize/topics/z6bd7ty         | Geographical news articles; <i>Progress in Geography</i> textbook (available on Amazon);<br>Articles on the One Child Policy in China.                     | Natural History Museum; The coast! (look at the waves on the beach, look at coastal defences, look at the impact of tourism, throw an orange into the sea and see how longshore drift works!); Reggie Yates China documentaries (Available on BBC iPlayer - <i>Reggie in China</i> ). | Geography Documentary Club   |

| SUBJECT                        | WEBSITES   | READ  | VISIT OR WATCH  | EXTRA  |
|--------------------------------|--|---|---|--|
| <b>GERMAN</b>                  | linguасcope.com;<br>quizlet.com  |   | YouYube - German music videos; Netflix - German films.  | Year 8 Rhineland Trip (June/July).   |
| <b>HISTORY</b>                 |  |   | <i>Selma</i> , PG13 (film about 1965 Selma to Montgomery voting rights marches led by James Bevel, Hosea Williams, Martin Luther King Jr., and John Lewis). |  |
| <b>MATHEMATICS</b>             | kerboodle.com;<br>hegartymaths.com;<br>vle.mathswatch.co.uk;<br>bbc.co.uk/bitesize   | Year 8: Textbooks used MyMaths 3B, 2C, 2B, 2A   | Video clips relevant to the topics from Hegarty and/or Mathswatch.  | nrich.maths.org  |
| <b>MUSIC</b>                   | To help with World and Fusion Music:<br>songlines.co.uk;<br>Music Department Instagram Account:<br>Search 'ebs_musicdept'  |   | Martin Scorsese's film/documentary series <i>The Blues: A Musical Journey...</i>  | EBS Music clubs and shows!   |
| <b>PHYSICAL EDUCATION</b>      | barnetpartnershipforschoolsport.co.uk;<br>bbc.co.uk/sport;<br>bbc.co.uk/bitesize/subjects/zxf3cdm  | <i>Where Football Saves the World</i> (Alex Bellos & Ben Lyttleton); <i>Roller Girl</i> (Victoria Jamieson); <i>Sportopedia</i> (Adam Skinner); <i>The Sports Book</i> (Ray Stubbs); <i>Kane</i> (Matt Oldfield); <i>Changing the Game</i> (Casey Stony). | wimbledon.com/en_GB/museum_and_tours;<br>queenelizabetholympicpark.co.uk  | eastbarnetschool.com/students/clubs/   |
| <b>PSHEE &amp; CITIZENSHIP</b> | thinkuknow.co.uk;<br>talktofrank.com;<br>nationalcareers.service.gov.uk; eastbarnetschool.com/students/careers;<br>childline.org.uk/info-advice/bullying-abuse-safety/online-mobile-safety/staying-safe-online; cbbfc.co.uk/film-ratings/why-we-age-rate-films; parliament.uk/site-information/glossary/parliament;<br>bbc.co.uk/newsround | The Week Junior   | BBC Newsround - daily news programme aimed at younger students.   | Road Safety Drama Performance;<br>Gardening Club;<br>House Clubs;<br>Pride Club;<br>Philosophy Club. |
| <b>RELIGIOUS EDUCATION</b>     | reonline.org.uk;<br>truetube.co.uk;<br>bbc.co.uk/religion/religions;<br>request.org.uk;<br>educationquizzes.com/ks3/religious-education/   | Knowledge Organisers for each topic in books and on Skooler.  |   |  |
| <b>SCIENCE</b>                 | kerboodle.com;<br>bbc.co.uk/bitesize   | Activate workbooks; Activate 1, Activate 2  | Science Museum, Natural History Museum, Science documentaries, local nature reserves / woodlands.   | KS3 Science Club   |
| <b>SPANISH</b>                 | linguасcope.com;<br>quizlet.com;<br>bbcbitesize.com  |   | Netflix Spanish films.  | Year 8 Trip to Cantabria.  |

# EAST BARNET SCHOOL



*"I want to learn"*

**Headteacher**

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