

English

This term in Year 8, we continue the groundwork of building analytical skills and an enjoyment of great literature. Students will complete the study of the Shakespeare play, “The Merchant of Venice”, which we expect to be a GCSE Literature set text. Students will complete a modified GCSE style assessment as well as looking at the broader context in which the play was written and set and enjoying creative writing and non-fiction writing based on the themes and characters of the play. From the third week after Easter, students will build on the skills they acquired in Year 7, and through reading in the earlier part of this academic year, to produce their own piece of non-fiction travel-based writing, learning how to adjust the language which they use to suit a variety of forms, purposes and audiences. At GCSE the focus is heavily upon writing formally and with attention to spelling, punctuation, grammar, and paragraphing. Assessment will be by a modified GCSE style assessment on a 45-minute piece of writing in controlled conditions.

In our final term, we will look at poetry in a variety of creative ways.

The best revision in English is reading properly edited printed writing – newspapers, magazines and books are all great as they broaden your vocabulary and improve spellings. Reading aloud, with a particular emphasis on following the punctuation, is especially valuable.

Unlike other subjects there are very few free websites for additional work but your English teacher would be delighted to recommend a revision book to buy. If you need somewhere online to go at home to do some extra practice, we would suggest the following:

www.bbc.co.uk/education/subjects/z3kw2hv

Maths

This term, Year 8 will build on their learning in Year 7 and study algebra. This is a topic that students often find challenging but it is the favourite topic of the Maths Faculty to teach! Understanding of this topic is vital to success at GCSE so it is important that students approach it with a positive attitude. We will consolidate prior learning to simplify expressions, expand brackets and factorise expressions in an extended way from Year 7. We will also look at coordinates and graphs. More able students will factorise quadratics.

In the last half term of the year, Year 8 will begin to look at Transformations. We will transform shapes in various ways, including reflections, rotations and enlargements. More able students will begin to look at vectors and enlarge shapes by negative and fractional scale factors.

If you need somewhere to go at home to do some extra practice, we would suggest the following websites:

www.mrbartonmaths.com

www.corbettmaths.com

www.numeracyninjas.org

www.mathswatchvle.com

Science

Due to the practical nature of the way science is taught at the academy and subsequent demand for practical resources, classes rotate through the different schemes through the year with only two classes completing the same topic at any one time. A KS3 support book can be purchased from the usual retailers and the following link provides support from BBC Bitesize.

www.bbc.co.uk/education/subjects/zng4d2p

Classes will continue to work through the schemes listed below. Topic rotations that all students will have covered by the end of year 8 are:

- **Sports Trainer:** Biology topic. Students are introduced to the organs that make up the respiratory system and the digestive system. Investigations are carried out into the response of the body to exercise and the role of microorganisms in fermentation. Research is carried out into the diseases associated with deficiencies in the diet and the effects of drugs, both medicinal and recreational as well their use in sport.
- **Gig:** Physics topic. This covers the physics of sound and light, examining the properties of the different waves. Students carry out practical work that investigates how these waves travel through different mediums.
- **Real Life Chemistry:** Chemistry topic that examines the structure and composition of the earth, the rock cycle and the natural and the effects of humans on the atmosphere. This encompasses the Carbon Cycle, pollution and recycling.
- **Zoo Keeper:** Biology topic. Students are introduced to methods of sampling to enable them to understand and investigate biodiversity and interdependence. This topic also covers the Darwinian mechanisms of species, variation and natural selection.
- **Fun Fair:** Physics topic. Through this scheme of learning, students apply knowledge of different forms of energy to energy transformations. They investigate motion, interpreting distance/time graphs and looking at how unbalanced forces shape the motion of objects.

All students will have an exam at the end of Year 8 that not only assesses the content learned but also skills of scientific investigation used throughout Years 7 and 8.

Geography

Students will be completing a topic on Russia. The key questions they will answer are:

How big is Russia?

Where does Europe end and Asia begin?

How old are the Ural Mountains and how were they made?

How many biomes are found in Russia and what are their characteristics?

What is life like in Russia in urban and rural areas?

What environmental problems does Russia face?

What happened in Chernobyl in 1986?

What conflict exists between Russia and Ukraine and why?

Helpful websites:

www.geographyalltheway.com/myp/myp-biomes/biomes-main.htm

During the second half of the term, students explore coasts as dynamic and changing systems. They will examine different types of coasts both in terms of their landforms and their uses. The module provides a framework within which students can explore different coastal features and processes. By the end of the module students should understand the importance of different coastal zones and how they are affected by, and can affect, human activity.

The module begins with identifying what a coast is and what different coasts look like. From here students use atlases to locate different coastal features around the world and start to consider how these features may change over time. The module goes on to extend students' knowledge of these features by exploring how they were formed by different coastal processes. Students will then consider how different coasts are used for different purposes, and how coasts can benefit and/or disadvantage people living there, why land reclamation has changed the coastlines of Abu Dhabi and Dubai and the problems these two Emirates are facing.

www.bbc.co.uk/schools/gcsebitesize/geography/ecosystems/biomes_rev1.shtml

The final part of the module focuses on human activity in coastal areas; the impact this activity has and the challenges people living in coastal areas face. Two case studies are used to explore these ideas. The first, longshore drift in Ghana, examines how construction of the Akosombo Dam on the River Volta has reduced sediment levels in the Volta Delta, which has led to coastal erosion through the process of longshore drift. The second case study looks at land reclamation in the United Arab Emirates.

Helpful websites:

History

The main focus for this term in Year 8 is the Industrial Revolution. We will be looking at what happened in Britain between 1750 and 1900. There will be different topics covered in this unit including:

- Population rise
- The changes in Agriculture
- Transport including the beginnings of the Railways
- Factories
- Children at work
- Living in Victorian towns and cities
- Disease – Cholera epidemics and the search for a cure
- The British Empire.

Helpful websites:

www.bbc.com/bitesize - KS3 History

French

Summer is a significant term for Year 8 French. We finally unlock the verb 'aller' - to go - and discover how this opens the door to discussing our future plans in French. Talking about the future is the key step we need to make to access higher grades in Year 9 and beyond.

As the excitement of the summer break builds, we learn how to talk about what we will do in the holidays, places in town and how to ask for and give directions to the places we might visit. We finish with the all important topic of food, so we can sustain ourselves on our potential future travels overseas.

Before the summer break, we have a chance to mark our success in French with the end of term assessment in Listening, Speaking, Reading and Writing.

Helpful websites:

Language learning at The Taunton Academy is strongly supported with some great websites:

www.linguascope.com for vocabulary games and revision at elementary, beginner and even intermediate level on all of the topics we are covering this term.

www.duolingo.com - 100% free and fun language learning from just 5 minutes per day.

Art

Year 8 will be exploring Abstract Art and the inspiration and ideas of the artists; Kandinsky and Mondrian. Students will interpret emotion and music into abstract mark making in response to the work of the artists. Students will experiment using the media of watercolour and collage.

The second part of the term students will study facial proportions and take photographic portraits, using one of their colour images to interpret into a watercolour painting.

Design Technology

Students will be completing either 12 (Wednesday group) or 18 week (Thursday group) rotations in two or three different DT subjects: Food, Textiles and Product Design. The Thursday groups changed subjects on Thursday 2nd February. The Wednesday groups changed subjects on Wednesday 29th March

Product Design - students are following the design process to develop a working prototype and its packaging. Students will design and make a wide range of models that will be tested and evaluated in order to achieve the final design solution. Homework will mainly focus on developing the skills needed to answer the longer answer questions often seen in the GCSE paper.

Textiles - students will continue to build on their skills using hand sewing/ machine sewing and learn new textile skills such as Cad/Cam to develop their designs. The work will culminate in a finished 'Day of the Dead' product of their choice.

Food - The focus is 'Foods from Other Cultures'. Students will cook 10 different recipes during the rotation and complete theory work in class and as homework to support their understanding of food hygiene and safety. They will be expected to adapt recipes and develop their own curry or casserole recipe.

Useful website: BBC/Food/recipes

Students can see homework tasks and ingredients required for each lesson on Show My Homework or on windows outside the Food Room. The Food Booklet containing all ingredients, recipes and worksheets can be accessed on the school website under [iAcademy/DT/Food/Year8](#).

We would like to thank all parents/carers for supporting the department by providing ingredients for students in their food lessons.

At the end of the final rotation all students will sit an End of Year test which will cover all knowledge learnt in all DT areas over the year. Students will be given feedback on their test and will use this information to target set for next year.

Music

MUSIC AND SPACE - This unit begins by exploring Holst's "The Planets" to explore the connection between Music and Space and to provide a stimulus for creative composition work. Students explore how Holst uses musical elements and features, including the use of an Ostinato, in "Mars", before using these features to compose their own "Mars, The Bringer of War" programmatic pieces. Students learn about the use and manipulation of dynamics including gradations of dynamics and the use of crescendo, performing a theme from "Jupiter" and listening to other movements from Holst's suite. Students will then compose a 'sound landscape' which will build on skills and concepts learned about during the unit.

Element Focus - Timbre & Dynamics and Structure & Form

Drama

Throughout Year 7 and 8, Drama is broken up into half-termly areas of study. The summer term of Year 8 is a little different! Over the term, Year 8 will undertake an Extended Project which leads to an end of term assessment. The title of the project is 'Oedipus' and the students are taken through this ancient Greek legend stage-by-stage. There will be various homework tasks set which will be important to the completion of the project. Meanwhile, take a look at www.sparknotes.com/drama/oedipus/summary.html

PE

During the summer term in Year 8, students follow a programme where they will be taught to consolidate the skills learnt in Year 7 and then develop further their skills and understanding in Athletics, Striking and Fielding games, these include Cricket, Rounders, Softball and Tennis. We teach the students more advanced skills and tactics for these games, building on Year 7 experiences and always looking to progress both physical and cognitive understanding. We continue to encourage students to broaden their understanding and their skills further through extra-curricular clubs or providing information with regard to external community clubs. During this term, all students will be tested on their practical skills in all areas of summer PE. This information will then be used to help with target setting. Students will also be asked to focus on some areas of coaching and self-management, including leading warm ups for small groups.

PHSRE

In Year 8, students will be focusing on religious education, learning about Christianity. They will develop a detailed understanding of the Ten Commandments and how they have been interpreted through time and still impact on modern society. Following this, students will spend time analysing The Creed, the Bible, the Church as an organisation and how it has affected our lives throughout history. Students will then spend time looking at Christian festivals and rites of passage for Christians such as Baptism and other key festivals.

SEND

All of our students are supported with their learning at a personalised level. Quality first teaching supports students with special educational needs. We understand our students' individual needs well and support all students in the classroom to maximise their learning. Where students require a more bespoke curriculum we are able to accommodate students as to ensure their learning needs are met. Please contact Mr Keitch for more information if required.