

# Woodfield School Year 8 Curriculum 2018-19



## Overview of Year 8 Curriculum

*Woodfield School is a company limited by guarantee (company number 8905350, registered in England and Wales) that has its registered office at Woodfield School, Glenwood Avenue, Kingsbury, London, NW9 7LY*



	Autumn Term	Spring Term	Summer Term
English	<p><b>"School"</b></p> <p>The theme for the term is "School" and within this theme, a broad range of stories and poems may be studied, including the play script 'The Demon Headmaster'. The aim is to analyse texts for character descriptions, plot development, and setting. The pupils will participate in classroom discussions to show their understanding. The pupils will develop their handwriting skills, sentence construction and extend their knowledge of spelling. The term will also include an in depth study of synthetic phonics provided by the Read, Write, Inc. (RWI) Phonics Programme.</p>	<p><b>"The Scottish Play"</b></p> <p>This term pupils will study the Shakespeare play "Macbeth". They will follow the story through reading small sections of the original play, reading a simplified version of the whole story, watching clips of different film versions and acting out short scenes. They will gain a deeper understanding of the language and themes through discussing and writing about the characters and events. They will continue to learn to form letters correctly, join handwriting and improve their reading by practising at home.</p>	<p><b>"Myth and Legends"</b></p> <p>This term pupils will study a variety of Myths and Legends. Working through stories such as Aesop's Fables, pupils will develop their imagination and get the chance to write about their favourite stories. They will continue to learn to form letters correctly, join handwriting and improve their reading by practising at home.</p>
Maths	<p><b>"Measurement and Money"</b></p> <p>Each term, mathematical concepts, knowledge and skills selected from the National Numeracy Strategy Teaching Programme level 2 are studied. In the spring term, this will include: improving understanding of the number system and calculations' and increasing "mental maths" skills, improving measuring skills and increasing understanding of symmetry and data handling. There will be a special focus on Measurement and Money.</p>	<p><b>"Time, Shapes and Fractions"</b></p> <p>Each term, mathematical concepts, knowledge and skills selected from the National Numeracy Strategy Teaching Programme level 2 are studied. In the spring term, this will include: improving understanding of the number system and calculations' and increasing "mental maths" skills, improving measuring skills and increasing understanding of symmetry and data handling. There will be a special focus on Time, Shapes and Fractions.</p>	<p><b>"Charts"</b></p> <p>Mathematical concepts, knowledge and skills selected from the National Numeracy Strategy Teaching Programme level 2. This will include pupils: improving their understanding of the number system and calculations' and increasing their "mental maths" skills, improving practical skills in handling data (creating and interpreting different kinds of charts) and developing more understanding of sequences, patterns and ordinal numbers. There will be a special focus on Pictograms and Charts.</p>
Science	<p><b>"Food" and "Cells"</b></p> <p>In this unit students learn about the different <i>food groups</i> and how they can be combined to produce a balanced diet and how food is broken down by digestion, so it can be used by the body, for energy, growth and repair. In addition they learn</p>	<p><b>"Metals &amp; Non-Metals" and "Teeth"</b></p> <p>In this unit pupils: explore the properties of metals and non-metals; learn that different acids react in similar ways with metals, with metal carbonates and with metal oxides; and use word equations to describe these reactions. In addition they</p>	<p><b>"Magnets" and "Reproduction"</b></p> <p>In this unit of work pupils find out about the properties, of magnets, for example, <i>attraction</i> and <i>repulsion</i> between magnets and which materials are attracted to a magnet; the <i>magnetic field</i> around a magnet; how to make an <i>electromagnet</i>;</p>

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PSHE	<p>that <i>cells</i> are the basic units of all living things and that they are organised into <i>tissues</i> from which <i>organs</i> are made. They explore cell structure and the differences between plant and animal cells and learn about some functions of the different types of cells, e.g. <i>red blood cells</i> carry oxygen, and <i>nerve cells</i> carry messages around the body and <i>white blood cells</i> fight infections. In scientific enquiry students: consider the extent to which evidence about diet can lead to firm conclusions, use a model to explore digestion, use <i>chemical tests</i> to identify food types and draw conclusions from observations and explain these using scientific knowledge.</p>	<p>learn about how teeth are related to diet and the importance of dental care. Experimental and investigative work focuses on: deciding what evidence to collect and deciding whether the evidence is sufficient to support conclusions. Work also offers opportunities for children to relate understanding of science to their personal health</p>	<p>and the uses of magnets and electromagnets in everyday life. In addition they extend their knowledge of human reproduction and consider how offspring are protected and nurtured; consider and compare reproductive patterns in other animals with those in humans; relate what they know of the way their bodies change during adolescence to knowledge about human reproduction, growth and the menstrual cycle. Experimental and investigative work focuses on: making simple predictions; planning what evidence to collect; interpreting evidence and using it to draw conclusions.</p>
	<p><b>"Rights and Responsibilities"</b> Pupils will explore the topics of human rights and responsibilities, relating their learning to their own experiences. They examine the role of the Human Rights Act (1998) in protecting basic rights for every person in the UK. They consider circumstances in which the rights of individuals could conflict with those of another individual or with the collective rights of a community, and learn that most human rights are not absolute. They examine situations in different parts of the world where people's rights have been infringed, and investigate the experiences of refugees. They develop an understanding of human rights and responsibilities within a local, national and global context. They will also participate in Anti-bullying activities.</p>	<p><b>"SRE"</b> Pupils will study the topics of: Sex and Relationship Education. Pupils will explore the topic of good hygiene, growing and changing, sex and relationships. There will be a focus on the physical and emotional changes of puberty. They will begin to gain an understanding of similarities and differences as they gain a deeper understanding of difference and tolerance and respect for one another.</p>	<p><b>"Leisure Activities"</b> In this unit, pupils take responsibility for planning, devising and implementing ways of improving their school grounds. Using a planned process of survey, investigation, consultation, discussion and analysis (plan, do, review) they develop strategies that meet some of their school's needs and those of the wider community. Pupils will be introduced to a range of leisure activities and encouraged to express their preferences for what they do in their leisure time. Pupils will be introduced to the basic elements of managing their personal budget and to carry out transactions capably.</p>



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	diet. Pupils will make themselves a health breakfast using seasonal fruit and vegetables, Grains, Milk, Meat and Meat Alternatives. Pupils will follow the basic safety rules when preparing a variety of different foods each week.	and vegetables in order to design and make a series of packed lunches and snacks. Pupils investigate and taste different foods and develop a vocabulary to describe appearance. The activities provide opportunities for pupils to apply hygienic practices and to use basic tools and equipment effectively and safely and to develop their own food products.	
<b>Music</b>	<b>"Exploring arrangements"</b> I will develop ability to create, combine and perform rhythmic and melodic materials as part of a class performance of a song.	<b>"Exploring Melodies and Scales"</b> This term pupils will develop my ability to recognise, and use scales and create short melodies and accompaniments.	<b>"Exploring rhythmic patterns"</b> This term pupils will have the opportunity to develop their creative abilities by devising simple rhythmic patterns and performing them to the class using notation as a support.
<b>Drama</b>	<b>"The Demon Headmaster"</b> Pupils will learn how to role play from different characters within the play. Pupils will have opportunities to empathise with the characters which will inform their work.	<b>"The Scottish Play"</b> Pupils will be introduced to Shakespeare through the story of Macbeth.	<b>"Myths and Legends"</b> Pupils will explore stories from around the world and learn about Greek theatre.
<b>Dance</b>	<b>"Street Dance"</b> Pupils will consider how "Street Culture" has influenced dance. They will learn about the origins and development of hip-hop, street and breakdance. They will learn and perform some simple hip-hop dance phrases and will begin to create some of my own street dances, including a "Robotic Dance".	<b>"Dances Around the World"</b> Dances from different cultures around the world. Pupils will learn the history and significance of traditional dances from a range of cultures, including Indian, Chinese and Latin American, specifically the Merengue. They will also watch and perform some cultural dances.	<b>"From Story to Dance"</b> Pupils will learn to use movement to explore and communicate ideas, issues, feelings and thoughts. They will create and develop short dance phrases, including one based on the theme of "Sport" which they will perform to their peers. They will learn about the importance of space, dynamics and relationships in dance.
<b>PE</b>	<b>"Ball Skills, Basketball &amp; Gymnastics"</b> Pupils will learn the basic skills and rules associated with Ball Skills, Basketball and Gymnastics. Pupils will demonstrate their skills through individual and group based drills. They will take these skills and knowledge into a game and performance	<b>"Football, Basketball &amp; Hockey"</b> Pupils will learn the basic skills and rules associated with Football, Basketball and Hockey. Pupils will demonstrate their skills through individual and group based drills. They will take these skills and knowledge into a game situation. An emphasis will be	<b>"Cricket, Short Tennis and Athletics"</b> Pupils will learn the basic skills and rules associated with Cricket, Short Tennis and Athletics. Pupils will demonstrate their skills through individual and group based drills. They will take these skills and knowledge into a game situation. An

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French	<p>situation. An emphasis will be placed on co-operative play and the development of social skills.</p>	<p>placed on co-operative play and the development of social skills.</p>	<p>emphasis will be placed on cooperative play and the development of social skills.</p>
	<p><b>"Bon appetit!"</b></p> <p>In year 8 pupils learn the names of food and drink related to packed and school lunches, break time and snacks. Pupils intercultural understanding develops through comparing English food to traditional French cooking. Children learn how to ask and how to express opinions in French. They learn how to set up a specific French breakfast as well as how to cook by following a basic French recipe. Students spend much of their time listening and speaking. They are encouraged to reproduce accurate sounds and engage in simple conversation. Reading and writing skills are encouraged. Opportunities are provided to learn about other people and so develop intercultural understanding.</p>	<p><b>"Notre ecole"</b></p> <p>In this unit children extend their knowledge of places around the school and learn to talk about everyday routines and subjects studied during the school day. They revise telling the time to the hour and extend this to using half-hours and quarter-hours. They look at school timetables and begin to give times using 24-hour clock notation. They find out about timings of the school day in a French-speaking country and compare with their own. They talk about what they did at break time and create short texts describing these activities. Speaking, reading and writing skills are encouraged.</p>	<p><b>"Chez moi"</b></p> <p>This term, pupils extend their knowledge about the family and home, and learn to talk about everyday routines. Pupils talk about routines at home and create short text describing their family. Reading, writing and speaking skills are encouraged. Links are made with other subjects: Literacy, Numeracy, English, Science, Art and Drama.</p>
Art	<p><b>"Matisse"</b></p> <p>This unit of work looks at the artwork of Henri Matisse. Pupils are introduced to collage, develop their line drawing skills in relation to their subject matter. Pupils will explore colour relationships and the use of colour in the collage work of Matisse. Through investigating forms and shapes, exploring composition and spatial relationships and scale. Pupils will extend their ICT knowledge and skills when creating a manipulated leaf design based on selected images. Pupils will explore collage and develop skills in painting and printmaking.</p>	<p><b>"Contemporary Art"</b></p> <p>This project will further develop the understanding and skills the pupils have previously gained. It builds upon their knowledge of materials, artists work and approaches to thematic ways of working. Pupils use a wide range of materials to create different pieces of two dimensional works based on an artist work. These will include; oil and chalk pastels, water colours and drawing inks. Pupils will look at the work of Contemporary Artists to develop skills and approaches which include the use of mixed media.</p>	<p><b>"Graffiti"</b></p> <p>This term pupils will have the opportunity to develop their material handling skills when completing tasks set. ICT skills will be extended when completing the design of their own graffiti based name using selected art programs. They will learn to apply papier-mâché techniques to create a three dimensional sculpture using the initial letter in their name in a graffiti style, and paint 3D letter based on design from cultural source.</p>