

Curriculum Information Booklet



Year 8

Holy Family Catholic School Curriculum Overview Year 8 – Art



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sept-Oct)	<u>Patterns and Portraiture- Kehinde Wiley</u> Students begin the year with an observational shoe drawing assessment. The new unit patterns and portraiture begins and students will be introduced to and analyse the work of Kehinde Wiley. Students will learn how to monoprint a portrait and look at different heritage patterns from around the world completing a watercolour painting of a pattern from their Heritage.	Kehinde Wiley- A new republic by Eugenie Tsar https://www.youtube.com/watch?v=f_MxR7bJrBQ https://www.youtube.com/watch?v=f_MxR7bJrBQ
Half Term 2 (Nov-Dec)	<u>Patterns and Portraiture continued</u> Students will learn how using a grid can simplify drawing a portrait, practice shading to create tone and drawing anatomy. They will work towards a final self portrait piece inspired by Wiley's work and will design their own pattern and learn how to transfer their portrait to make a final piece.	https://www.artistsnetwork.com/art-mediums/drawing/beginners-guide-draw-facial-features/
Half Term 3 (Jan-Feb)	<u>My Identity- Grayson Perry</u> Students will explore the theme of 'my identity' and have an introduction to Grayson Perry's work and they will practise their analytical skills by completing an Artist research page and analysis work. Students will complete an observation drawing of an object that reflects their identity in the style of Grayson Perry. They will learn how to make a pinch pot out of clay and paint it in the style of Perry. design a vase showing the story of their identity and make a paper mache vase	Watch: Grayson Perry's Art club (Channel 4) Practise paper mache at home
Half Term 4 (Feb-Mar)	<u>My Identity- Grayson Perry</u> Students will design a vase that shows the story of their identity. They will design and make a paper mache vase and paint showing an identity story. At the end of the unit students will complete a comparison between theirs and Perry's work.	
Half Term 5 (Apr-May)	<u>Surrealism- Hannah Hoch</u> Students will learn about the surrealists and the dadaists. They will learn collage techniques, create a mixed media exquisite corpse drawing and create their own dada poem.	https://www.moma.org/artists/2675 https://www.tate.org.uk/whats-on/tate-britain/aftermath
Half Term 6 (Jun-Jul)	<u>Still life- Henri Matisse</u> Students will learn about Henri Matisse and complete some Artist analysis. Students will complete some experimental still life drawing by learning different line drawing techniques. They will learn about composition and complete a still life final piece influence by Henri Matisse and his use of colour.	https://www.henrimatisse.org/ https://www.artistsnetwork.com/magazine/setting-still-life-composition/

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Examples of Home Learning Tasks	Artist research pages, research pages, analysis, Collage activities, finishing classwork
Assessment Tasks, Methods & Frequency	Term 1- Baseline observational drawing assessment Term 2- Artist research/ Analysis, Patterns and Portraiture final self portrait outcome Term 3- Artist research/ Analysis, Observational drawing Term 4- Artist research/ Analysis, Paper Mache vase final piece Term 5 - Artist research/ Analysis, Clay and Paper mache outcomes Term 6- Artist research/ Analysis, Still life final piece
Equipment that Students Need	Pen, Pencil, Ruler, Rubber, sharpener, scissors and glue stick.

Parent / Carers can help their child by:	Attending exhibitions, having basic art equipment at home i.e. colouring pencils/ pens, making sure their child have the required materials for lessons
Useful Websites	https://www.tate.org.uk/kids https://www.tate.org.uk/ https://www.vam.ac.uk/ https://www.npg.org.uk/
Extra-Curricular Activities & Career Opportunities	Darkroom club- Thursdays after school Art intervention catch up- Wednesdays after school

Who Can I Contact?	Head of Art	Mr Madden mr.madden@holyfamilycatholicschool.co.uk
	Teachers of Year 8 Art	Ms Hammond ms.hammond@holyfamilycatholicschool.co.uk

Holy Family Catholic School Curriculum Overview Year 8 – Computing



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sept-Oct)	<p>Networks: From semaphores to the Internet</p> <p>This unit begins by defining a network and addressing the benefits of networking, before covering how data is transmitted across networks using protocols. The types of hardware required are explained, as is wired and wireless data transmission. Learners will develop an understanding of the terms 'internet' and 'World Wide Web', and of the key services and protocols used. Practical exercises are included throughout to help strengthen understanding.</p>	<ul style="list-style-type: none"> • Cisco Packet Tracer • https://edpuzzle.com • https://quizziz.com • https://bbc.co.uk/bitesize • https://senecalearning.com
Half Term 2 (Nov-Dec)	<p>Computational Thinking & Flowcharts</p> <p>An introduction to the 4 principles of computational thinking: Decomposition, abstraction, pattern recognition and algorithms. This prepares students to apply computational thinking skills towards the programming units after the Christmas break.</p>	<ul style="list-style-type: none"> • Code Monkey • https://edpuzzle.com • https://quizziz.com • https://bbc.co.uk/bitesize • https://senecalearning.com
Half Term 3 (Jan-Feb)	<p>Block Based Programming to Text-Based Programming</p> <p>Following on from the Scratch programming unit in year 7, students will now use a platform called 'Edublocks', which aids in students making the transition from block-based programming to text-based programming.</p>	<ul style="list-style-type: none"> • Edublocks • https://edpuzzle.com • https://quizziz.com • https://bbc.co.uk/bitesize • https://senecalearning.com
Half Term 4 (Feb-Mar)	<p>Intro to Python</p> <p>A beginners course into the Python programming language using the PRIMM framework.</p> <ul style="list-style-type: none"> • Output and variable assignment • Input & calculations • Selection • Iteration • Lists & Sub Routines 	<ul style="list-style-type: none"> • Replit • https://edpuzzle.com • https://quizziz.com • https://bbc.co.uk/bitesize • https://senecalearning.com
Half Term 5 (Apr-May)	<p>Cyber Security</p> <p>This unit takes learners on a journey of discovery of techniques that cybercriminals use to steal data, disrupt systems, and infiltrate networks. The learners will start by considering the value their data holds and what organisations might use it for. They will then learn about social engineering and other common cybercrimes, and finally look at methods to protect against these attacks.</p>	<ul style="list-style-type: none"> • NCSC cyber security games • https://edpuzzle.com • https://quizziz.com • https://bbc.co.uk/bitesize • https://senecalearning.com
Half Term 6 (Jun-Jul)	<p>Mobile App Development</p> <p>This unit takes learners through the entire process of creating their own mobile app, using App Lab from code.org. Building on the programming concepts learners used in previous units, they will work in pairs to perform user research, design their</p>	App Lab

	app, write the code for it, before finally evaluating and publishing it for the world to use.	
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Examples of Home Learning Tasks	<ul style="list-style-type: none"> • https://edpuzzle.com • https://quizziz.com • https://bbc.co.uk/bitesize • https://senecalearning.com
Assessment Tasks, Methods & Frequency	Assessment tasks/activities are carried out throughout each lesson to consolidate learning outcomes via Quizziz, Google Forms or Kahoot!.
Equipment that Students Need	None needed. All provided within the department.

Parent / Carers can help their child by:	Signing up to Google Guardian and checking their Google Guardian account and reminding their child with any upcoming homework deadlines.
Useful Websites	<ul style="list-style-type: none"> • https://edpuzzle.com • https://quizziz.com • https://bbc.co.uk/bitesize • https://senecalearning.com
Extra-Curricular Activities & Career Opportunities	Offering Coding club to Y8's from September 2022

Who Can I Contact?	Head of Computing & IT	Mr Hussain
	Teachers of Year 8 Computing	Mr Wynter

Holy Family Catholic School Curriculum Overview Year 8 – Drama



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sept-Oct)	Stand Up! A scheme of work that explores people that have taken a stand against discrimination.	Research historical facts: <ul style="list-style-type: none"> - Segregation and Rosa Parks - Apartheid and Nelson Mandela Research the following drama techniques: <ul style="list-style-type: none"> - Split-Stage - Cross-Cutting - Mark the Moment
Half Term 2 (Nov-Dec)	Stylized Theatre An exploration of stylized performance style.	Research the following: <ul style="list-style-type: none"> - Contemporary Physical Theatre Companies (Frantic Assembly and DV8) - Practitioner and Playwright Steven Berkoff Read extracts of the play 'Metamorphosis' by Steven Berkoff
Half Term 3 (Jan-Feb)	Discovering Shakespeare An introduction to Shakespeare, focusing on three of his most famous plays. Students will learn how to approach and interpret the Shakespearean text and develop and devise performance work around the themes and issues of the plays explored.	Read extracts from the plays 'Romeo and Juliet', 'The Tempest' and 'A Midsummer Night's Dream' by William Shakespeare. Rehearsal and development of voice and movement skills <ul style="list-style-type: none"> - Line learning
Half Term 4 (Feb-Mar)	Comedy and Tragedy An exploration of the origins of Comedy and Tragedy using the medium of drama. This scheme helps develop students' use of a wide range of explorative strategies.	Research the origins of Comedy and Tragedy. Research the following drama techniques/explorative strategies: <ul style="list-style-type: none"> - Split-Stage - Cross-Cutting - Improvisation - Hot-Seating - Marking the Moment Rehearsal and development of voice and movement skills Read a range of text/stimuli, including the poem "Waving Not Drowning" by Stevie Smith.

Summer Term Apr-Jul	<p>Let Him Have It!</p> <p>Students explore the true story of Derek Bentley and Christopher Craig and the justice system of Britain in the 1950's. Themes include: crime, death, capital punishment, love, family and forgiveness.</p>	<p>Research the historical facts of the 'Let Him Have it' true story.</p> <p>Read/listen to the lyrics of the song 'Let Him Dangle' by Elvis Costello.</p> <p>Develop, plan, write and rehearse a monologue written from the perspective of one of the main characters of the story.</p> <p>Develop the skills of:</p> <ul style="list-style-type: none"> - Script writing - Line learning - Rehearsal - Costume and prop design, sound and lighting design

Examples of Home Learning Tasks	Drama is a practical subject, therefore home learning will be largely practical in nature, focusing on: reading (Play-texts, newspaper articles, theatre reviews and other printed stimuli), line learning, monologue development/script development, watching performances online and rehearsal and refinement of script work.
Assessment Tasks, Methods & Frequency	<p>Students will complete a performance at the end of each unit of work which will be focused on specific Drama techniques and skills. Students will also complete a written self evaluation or peer evaluation, based on their final assessed performance.</p> <p>Students are provided with a Drama Learning Booklet for each unit undertaken, which will include: assessment criteria/foci for the unit, lesson by lesson learning objective, assessment objective and resources, a key words and vocabulary glossary, evaluation sentence starters (to be used within lesson time) and a written assessment template.</p>
Equipment that Students Need	<ul style="list-style-type: none"> • Learning Booklet (which will mostly be retained by the teacher) • Pens (black and Green)

Parent / Carers can help their child by:	<ul style="list-style-type: none"> • Joining their child's Drama Google Classroom • Taking them to watch live theatre performances frequently • Encouraging their child to join an extra-curricular drama club
Useful Websites	http://youtube.com http://www.bbc.co.uk/schools/gcsebitesize/drama/
Extra-Curricular Activities & Career Opportunities	<ul style="list-style-type: none"> • KS3 Drama Club • Bi-annual Holy Family Whole School Production • Opportunities to take part in workshops provided by professional actors/directors/playwrights • Opportunities to attend theatre trips

Who Can I Contact?	Head of Drama	Miss Hampshire- ms.hampshire@holyfamilycatholicschool.co.uk
	Teachers of Year 8 Drama	Mrs Henry - mrs.henry@holyfamilycatholicschool.co.uk Ms Oseke - ms.oseke@holyfamilycatholicschool.co.uk

Holy Family Catholic School Curriculum Overview Year 8 – English



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sept-Oct)	My Swordhand is Singing (novel) Students will read a whole Gothic novel and focus on the development of character and literary context.	Students should read Dracula by Bram Stoker or novels in the Twilight series by Stephanie Meyer.
Half Term 2 (Nov-Dec)		
Half Term 3 (Jan-Feb)	Noughts and Crosses (play) Students will read a whole modern play and explore themes of racism, inequality and political upheaval through the play and related poems.	Students should read the novel version of Noughts and Crosses and other books in the series by Malorie Blackman.
Half Term 4 (Feb-Mar)		
Half Term 5 (Apr-May)	Romeo and Juliet (Shakespeare) Students will study this classic Shakespeare play using the whole text and exploring Shakespeare's language, as well as learning some key technical terms relating to tragedy and stagecraft.	Students should read other Shakespeare stories, for example by reading Manga Shakespeare or The Shakespeare Stories. They could watch the Franco Zeffirelli and Baz Luhrmann film versions.
Half Term 6 (Jun-Jul)		

Examples of Home Learning Tasks	Research tasks, pre reading tasks, knowledge consolidation tasks, creative writing tasks.
Assessment Tasks, Methods & Frequency	Formal assessment at least once a term, regular informal writing tasks.
Equipment that Students Need	Blue or black pen, highlighter pens. A small dictionary and thesaurus are also recommended.

Parent / Carers can help their child by:	Ensuring they read a wide range of texts regularly and independently at home.
Useful Websites	https://senecalearning.com/en-GB/
Extra-Curricular Activities & Career Opportunities	Theatre trips, online booster sessions, school magazine. English language skills are vital for most jobs and very useful for any career that involves a need for strong communication skills, as well as law, journalism and marketing roles.

Who Can I Contact?	Head of English	Mr Parry			
	KS3 English Co-ordinator	Mr Myers			
	Teachers of Year 8 English	Mrs Gaynor Mr Freeman Mrs Kean	Mr Myers Ms Olaofe	Ms Duffy Ms Alderson	Ms Akram

Holy Family Catholic School Curriculum Overview Year 8 – French



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sept-Oct)	Describing holidays in the present tense, introduction of the past tense, using extended language structures to develop answers	use Duolingo use a Collins Easy Learning Dictionary
Half Term 2 (Nov-Dec)	Describing holidays in the past tense, a disastrous holiday, an extraordinary holiday, using extended language structures to develop answers	https://fr.maryglasgowplus.com/students/features/43423?level=bonjour
Half Term 3 (Jan-Feb)	Describing festivals and celebrations, food and opinions, good resolutions and a future school trip	French Bitesize https://www.bbc.co.uk/bitesize/subjects/zgdqxb
Half Term 4 (Feb-Mar)	Giving opinions about TV programs, celebrities and how we use technology	www.1jour1actu.com
Half Term 5 (Apr-May)	Revision of past, present and future tenses, using extended language structures to develop answers	Astérix et Obélix Tintin
Half Term 6 (Jun-Jul)	Irregular present tense verbs, describing where we live, the weather	Petit Nicolas

Examples of Home Learning Tasks	Reading comprehension, writing developed paragraphs, online work on Activelearn
Assessment Tasks, Methods & Frequency	Listening, speaking, reading, writing during lessons and formal assessments half-termly.
Equipment that Students Need	A Student Guide (provided), a ruler, highlighters, coloured pens.

Parent / Carers can help their child by:	Checking their exercise book and Google Classroom submissions weekly.
Useful Websites	www.senecalearning.com www.pearsonactivelearn.com www.wordreference.com www.quizlet.com
Extra-Curricular Activities & Career Opportunities	Languages Café https://resources.careersandenterprise.co.uk/resources/my-learning-my-future-mfl-languages

Who Can I Contact?	Head of MFL	Mrs Sheikh-Oomar n.sheikhoomar@holyfamily.waltham.sch.uk
	Teachers of Year 8	Mrs Sheikh-Oomar n.sheikhoomar@holyfamily.waltham.sch.uk
	French	Ms Orblin a.orblin@holyfamily.waltham.sch.uk
		Ms Traore a.traore@holyfamily.waltham.sch.uk

Holy Family Catholic School Curriculum Overview Year 8 – Geography



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sept-Oct)	Tectonic Hazards <ul style="list-style-type: none"> Continental Drift Theory Distribution of earthquakes and volcanoes Plate boundaries 	<p>Students could broaden their knowledge of the natural world through watching documentaries such as David Attenborough with wider links to geography topics.</p> <p>Reading and watching the news.</p> <p>Reading list provided along with a selection of social media accounts to follow for geographical content.</p>
Half Term 2 (Nov-Dec)	Tectonic Hazards <ul style="list-style-type: none"> Characteristics of earthquakes and volcanoes Iceland volcano Case Study 	
Half Term 3 (Jan-Feb)	Issue Evaluation - Urban growth <ul style="list-style-type: none"> Urban Growth Opportunities and Challenges in Kolkata 	
Half Term 4 (Feb-Mar)	Case Study of the Sonoran Desert <ul style="list-style-type: none"> Characteristics of a desert Animals and plants in the desert Human activity in the desert 	
Half Term 5 (Apr-May)	The People of Africa <ul style="list-style-type: none"> Common misconceptions Physical and human diversity What is it like to be Mauritanian? 	
Half Term 6 (Jun-Jul)	Tourism <ul style="list-style-type: none"> Domestic and International tourism Dark Tourism Sustainable tourism 	

Examples of Home Learning Tasks	Extended Projects on individual countries related to in-class tasks
Assessment Tasks, Methods & Frequency	Extended writing, gcse style questions, quizzes - termly
Equipment that Students Need	Pen (green and black), pencil, ruler, calculator, highlighters, glue stick

Parent / Carers can help their child by:	Checking students' books and online classrooms regularly Discussing current affairs with students
Useful Websites	https://www.bbc.co.uk/bitesize/subjects/zvt3bqt
Extra-Curricular Activities & Career Opportunities	Regular discussion of career opportunities Online lectures and talks that are relevant to areas of study

Who Can I Contact?	Head of Geography	Mrs Lawson
	Teachers of Year 8 Geography	Mrs Lawson, Ms Pearce, Mr Mumtaz

Holy Family Catholic School Curriculum Overview Year 8 – History



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sept-Oct)	Changes in the lives of women in early 20th Century Britain	Choose a book or film from our History Reading List.docx https://docs.google.com/document/d/1Hb15gY3oVtfxbJNy4RNFuUfhkRQdkHbW/edit?usp=sharing&ouid=104097838839705805535&rtpof=true&sd=true
Half Term 2 (Nov-Dec)	Changes in the lives of women in early 20th Century Britain Different experiences of migration to Britain after the Second World War	
Half Term 3 (Jan-Feb)	The consequences of anti-Semitism through time	
Half Term 4 (Feb-Mar)	The consequences of anti-Semitism through time South Asian Independence	
Half Term 5 (Apr-May)	South Asian Independence	
Half Term 6 (Jun-Jul)	South Asian Independence Different experiences of migration to Britain from pre-1066 to the 20th Century	

Examples of Home Learning Tasks	Includes creative writing, independent research and a creative fun research task
Assessment Tasks, Methods & Frequency	<ul style="list-style-type: none"> • Change and Continuity essay (suffrage) • Historical interpretations essay (Migration) • Consequence essay (anti-Semitism) • Causation essay (South Asia)
Equipment that Students Need	Pen (green and black), pencil, ruler, highlighters and glue stick

Parent / Carers can help their child by:	Asking students to read extended written work out loud to them and encouraging them to complete re-drafts of this work.
Useful Websites	https://www.bbc.co.uk/bitesize/subjects/z7svr82
Extra-Curricular Activities & Career Opportunities	<ul style="list-style-type: none"> • Trip to Bletchley Park • History Club • Links to careers during assessment feedback lessons • BHM and LGBT+ History Month activities

Who Can I Contact?	Head of History	Mr E Shah
	Teachers of Year 8 History	Mr Shah, Mr Sayer, Ms Warren

Holy Family Catholic School Curriculum Overview Year 8 – Mathematics



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sept-Oct)	<ul style="list-style-type: none"> • Prime numbers and factorisation • Calculating with fractions 	Completion of tasks on Digital PLC on google classroom
Half Term 2 (Nov-Dec)	<ul style="list-style-type: none"> • Positive and negative numbers • Sequences, expressions and equations 	Completion of tasks on Digital PLC on google classroom
Half Term 3 (Jan-Feb)	<ul style="list-style-type: none"> • Triangles and quadrilaterals and properties of angles in parallel lines • Length and area: parallelograms and trapezia 	Completion of tasks on Digital PLC on google classroom
Half Term 4 (Feb-Mar)	<ul style="list-style-type: none"> • Percentage change • Ratio and rate 	Completion of tasks on Digital PLC on google classroom
Half Term 5 (Apr-May)	<ul style="list-style-type: none"> • Rounding and accuracy • Circumference and area of a circle • 3D shapes and nets • Surface area and volume of 3D shapes 	Completion of tasks on Digital PLC on google classroom
Half Term 6 (Jun-Jul)	<ul style="list-style-type: none"> • Statistics • Probability 	Completion of tasks on Digital PLC on google classroom

Examples of Home Learning Tasks	Tasks from Mathematics Mastery workbook Tasks on Mathswatch Tasks from the Digital PLC Parallel Maths Project
Assessment Tasks, Methods & Frequency	Autumn: <ul style="list-style-type: none"> • End of term assessment Spring: <ul style="list-style-type: none"> • End of term assessment Summer: <ul style="list-style-type: none"> • End of year test
Equipment that Students Need	2 black pens, green pen, pencil, ruler, protractor, compass and a scientific calculator. Half termly equipment checks take place.

Parent / Carers can help their child by:	Ensuring all homework is completed. Support the department by ensuring their child uses the digital PLC to revise for assessments or when they have missed school. Ensure their children have the correct equipment at all times as stated above.
Useful Websites	https://vle.mathswatch.co.uk/vle/ https://corbettmaths.com/ https://parallel.org.uk/
Extra-Curricular Activities & Career Opportunities	Star challenge questions. Independent study using MathsWatch. Students selected for Junior Maths Challenge. Parallel Maths Challenge.

Who Can I Contact?	Head of Mathematics	Mr McCollin
	KS3 Mathematics Co-ordinator	Ms Atakan
	Teachers of Year 8 Mathematics	Mr Murphy, Ms Atakan, Mr Shannon, Ms Maslowska, Mrs Asante, Ms Sandhu, Ms Yeboah, Ms Thomas

Holy Family Catholic School Curriculum Overview Year 8 – Music



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sept-Oct)	Soundtracks Students will explore the key features of Film music including performing keyboard pieces from the movies and composing their own music for a famous clip of film music.	Research the following: <ul style="list-style-type: none"> - Time Signatures - Tonality - Scales
Half Term 2 (Nov-Dec)	Ukulele Skills 2 Students will follow on from their year 7 Ukulele scheme further developing their Ukulele playing ability through a series of more advanced pieces and activities both whole class and individual.	Research the following: <ul style="list-style-type: none"> - Ukulele Tablature - Chords
Half Term 3 (Jan-Feb)	Keyboard Skills 2 Students will follow on from their year 7 keyboard scheme further developing their keyboard playing ability through a series of more advanced pieces and activities both whole class and individual. Through this playing they will also develop their knowledge of conventional music theory	Research the following: <ul style="list-style-type: none"> - Treble Clef - Bass Clef
Half Term 4 (Feb-Mar)	Offbeat Reggae This unit begins by exploring the origins of Reggae music from Mento, Ska and Rock Steady and looks at the famous Reggae musician, Bob Marley, and his influence on a worldwide audience. Students will learn about the different textural elements that make up a Reggae song: bass line riffs, melodic hooks, offbeat chords, syncopated rhythms and the vocal melody line.	Research the following: <ul style="list-style-type: none"> - Offbeat chords - Syncopation -
Half Term 5 (Apr-May)	Samba Music This unit introduces the polyrhythmic style of Latin-American Samba and revises and revisits may key concepts concerning rhythm, beat and pulse from pupil's learning including features such as polyrhythms, cyclic rhythms, syncopation, ostinato and call and response. During the unit, pupils learn about the timbres and sonorities of instruments within a Samba band, how Samba has influenced popular music and through music theory and dictation explore the effect that syncopation has on music.	Research the following: <ul style="list-style-type: none"> - Ostinatos - Texture - Polyrhythms
Half Term 6 (Jun-Jul)	What Makes A Good Song? Pupils learn/revise Popular Song Structure and the sub-sections within a Popular Song and explore the Melodic Motion (Conjunct and Disjunct) and Lyrics of both case study and other Popular Songs. The unit also explores Instruments, Timbres and Sonorities of Popular Songs, Popular Song Textures and Chords, all supported by engaging and accessible resources.	Research the following: <ul style="list-style-type: none"> - Lyric Writing - Chord Sequence - Riffs

Examples of Home Learning Tasks	Music is a practical subject, therefore home learning will be largely practical in nature, focusing on: practising (if you have instruments at home or using the music room at lunchtimes/after school), researching composers/performers, researching job roles in the music industry, theory quizzes, lyric writing, listening to music and describing it using subject specific language.
Assessment Tasks, Methods & Frequency	Students will complete an assessment at the end of each unit of work which will either be a composition or a performance task. Students will also undertake various quizzes and mini tests to check knowledge throughout the year of the musical elements, note values and appraising music. Students are provided with booklets for every scheme of work and will include assessment criteria/focus for the unit, lesson by lesson learning objectives, assessment objectives and resources for all of the lessons.
Equipment that Students Need	<ul style="list-style-type: none"> • Learning Booklets (which will be kept at school) • Pens (Black and Green)

Parent / Carers can help their child by:	<ul style="list-style-type: none"> • Joining their child's Music Google Classroom • Taking their child to see some live music • Encouraging them to listen to different types of music • Encouraging their child to join an extracurricular Music club
Useful Websites	<ul style="list-style-type: none"> • http://www.bbc.co.uk/education/subjects/zmsvr82 • http://www.your-personal-singing-guide.com/choir-singing.htm • http://www.dsokids.com/ • http://www.mymusictheory.com/ • http://www.youtube.com • http://www.musictheoryvideos.com/ • http://www.musictheory.net/ • http://www.last.fm
Extra-Curricular Activities & Career Opportunities	<ul style="list-style-type: none"> • KS3 Keyboard / Ukulele Club • Orchestra • Choir • Performing in front of others on their instrument in assemblies • Bi-annual Holy Family Whole School Production • Opportunities to go on trips to go and see some live music

Who Can I Contact?	Head of Music	Mr Marrone mr.marrone@holycatholicsschool.co.uk
	Teachers of Year 8 Music	Mr Marrone mr.marrone@holycatholicsschool.co.uk Mr Strachan mr.strachan@holycatholicsschool.co.uk

Holy Family Catholic School Curriculum Overview Year 8 – PE



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sept-Oct) Half Term 2 (Nov-Dec) Half Term 3 (Jan-Feb) Half Term 4 (Feb-Mar) Half Term 5 (Apr-May) Half Term 6 (Jun-Jul)	<p align="center">Exploring Personal Development</p> <p>Intra-personal skills - Self-confidence, My emotions, Resilience</p> <p>Interpersonal skills - Communication, Teamwork, Conflict resolution</p> <p>Unit 1: Physical Challenge</p> <p><u>Activities</u></p> <ul style="list-style-type: none"> • Health and Fitness • Trampolining • Athletics <p><u>Key Learning Outcomes</u></p> <p>Hands - take part in vigorous activity Head - know and understand the benefits of physical activity Heart - improve resilience and self-confidence</p> <p>Unit 2: Individual Performance</p> <p><u>Activities</u></p> <ul style="list-style-type: none"> • Badminton • Table Tennis • Tennis <p><u>Key Learning Outcomes</u></p> <p>Hands - refine and improve skills Head - know and understand the benefits of physical activity Heart - demonstrate respect for equipment and others</p> <p>Unit 3: Problem Solving</p> <p><u>Activities</u></p> <ul style="list-style-type: none"> • Orienteering • Teambuilding • Novel Games <p><u>Key Learning Outcomes</u></p> <p>Hands - development of appropriate skills Head - explain and understand the importance of teamwork. Demonstrate logic and creativity in problem solving</p>	<ul style="list-style-type: none"> • Wider reading about sport • Attend extra-curricular clubs at school • Join clubs outside of school • Watch sport in your local community and on TV • Get involved in a range of activities that develops personal fitness and promotes an active, healthy lifestyle

	<p>Heart - development of interpersonal skills for effective teamwork</p> <p>Unit 4: Team Performance</p> <p>Activities</p> <ul style="list-style-type: none"> • Netball • Volleyball • Basketball • Tag Rugby • Football <p>Key Learning Outcomes</p> <p>Hands - development of appropriate skills Head - explain and understand the importance of teamwork. Heart - development of interpersonal skills for effective teamwork</p> <p>You will be taught through a mixture of Peer Teaching, Personalised Systems for Instruction Tactical Games and Cooperative Learning</p>	

Examples of Home Learning Tasks	
Assessment Tasks, Methods & Frequency	<ul style="list-style-type: none"> • AfL and Formative Assessment (Questioning, Observation, Feedback) • Regular descriptive feedback (teacher, self, peer) • Clear vision of learning target. What does it look like? The qualities/ criteria involved. • Use of models and examples to highlight strong and weak work. • Learning log
Equipment that Students Need	<p>Holy Family PE T-Shirt Holy Family PE Shorts White Sports Socks Trainers</p>

Useful Websites	
Extra-Curricular Activities & Career Opportunities	<ul style="list-style-type: none"> • Multi Activity Residential - TBC (Sept 2022) • Lunch/Afterschool Sports Clubs - Various • Football Team • Basketball Team • Cross - Country Team • Athletics Team • Netball Team

Who Can I Contact?	Head of PE	Mrs E Cole
	Teachers of Year 8 PE	Mr R Wilbraham, Mr E Graefe, Ms M Winter, Ms K Paul Jones
	Sports Coach	Mr D Lavinier
	PE TA	Mr K Lisbie

Holy Family Catholic School Curriculum Overview Year 8 – Religious Education



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sept-Oct)	Creation: Pupils will continue study of the RECD 2012 (new RECD 2022 from September 2023). Content will include creation, interpretation of creation from theological, philosophical and scientific perspectives, imago Dei and the dignity of human beings, Catholic Social Teaching (CST), and environmental ethics.	https://www.christianity.com/wiki/bible/image-of-god-meaning-imago-dei-in-the-bible.html https://cafod.org.uk/Pray/Catholic-social-teaching https://cafod.org.uk/Pray/Laudato-Si-encyclical
Half Term 2 (Nov-Dec)	Covenant: Pupils will study the meaning of covenant and the covenants made in the Old Testament (Noah, Abraham and Moses), the importance of Abraham as the first monotheist and how he is our Father in faith, the meaning and significance of the Mosaic covenant, the story and meaning of Passover, what the Ten Commandments are and how these begin to help us understand moral philosophy, and why Jesus is the new and everlasting covenant.	https://bibleproject.com/blog/covenants-the-backbone-bible/ https://www.beginningcatholic.com/catholic-ten-commandments
Half Term 3 (Jan-Feb)	The Mystery of the Eucharist: Study will centre on the meaning of the Eucharist and how Jesus is truly present in the Sacrament of the Eucharist. This will include studying how Jesus is the bread of life, how Jesus is present in the Eucharist, the meaning and significance of the Last Supper, the meaning and significance of transubstantiation in Catholic belief, divergent Christian attitudes on the Eucharist, the structure of the Catholic liturgy, and why the Eucharist is considered the 'source and summit of Christian life'.	https://www.bbc.co.uk/bitesize/guides/zffxh39/revision/2 https://nwcatholic.org/voices/cal-christiansen/how-can-i-explain-transubstantiation https://www.catholiceducation.org/en/culture/catholic-contributions/transubstantiation.html
Half Term 4 (Feb-Mar)	The Paschal Mystery: Study of the meaning and significance of the events of Holy Week. Study will include the events of Holy Weeks, how the Church celebrates these events, why Holy Week is the most important week of the year for Christians, what the Catholic Church teaches about salvation and grace, why Jesus died, and the meaning and importance of the resurrection and ascension.	https://www.catholic.org/lent/holyweek.php
Half Term 5 (Apr-May)	The Mission of the Church: A study of the early Christian community and how the great commission was put into action by early Christians. This will include a study of the early Christian community, the meaning of mission and evangelism, the importance of the Eucharist to the early community, the meaning of the Church as the Body of Christ, what is ecumenism, and how Catholic individuals and organisation have put the mission of the Church into action today.	https://www.learnreligions.com/what-is-the-great-commission-700702 https://www.svp.org.uk/

Half Term 6 (Jun-Jul)	The Church in Britain: This module includes a study of Church history in Britain from how the Gospel arrived in Britain, a study of the lives and martyrdom of early British Christians, the Reformation, break from Rome and establishment of the Church of England, the Emancipation Act (1829) and the effects this had on Catholics in Britain and, more specifically, the community in Walthamstow and the history of Holy Family.	https://www.historic-uk.com/HistoryUK/HistoryofEngland/St-Alban-Christian-Martyr/ https://rcdow.org.uk/vocations/news/the-martyrs-of-douai/ https://www.history.com/topics/reformation/reformation https://www.parliament.uk/about/living-heritage/evolutionofparliament/2015-parliament-in-the-making/get-involved1/2015-banners-exhibition/rachel-gadsden/1829-catholic-emancipation-act-gallery/
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Examples of Home Learning Tasks	Reading and analysis of Biblical scripture, writing developed paragraphs in response to a question, completion of quizzes on key knowledge on Google Forms.
Assessment Tasks, Methods & Frequency	<u>Ways of knowing:</u> <ul style="list-style-type: none"> • Understanding (recalling, describing and explaining beliefs and practices) • Discern (consider, compare and contrast beliefs and practices with own viewpoints and those of other communities) • Respond (reflecting and evaluating the beliefs and practices of the Church in response to stimulus material, including quotes, artistic material, and ethical questions). Half-termly formal assessment and summative weekly/bi-weekly knowledge quizzes.
Equipment that Students Need	Access to the Bible (provided), dictionary, black/blue pen, red and green pen, highlighters, coloured pencils (provided), and ruler.

Parent / Carers can help their child by:	Checking their exercise book and Google Classroom submissions weekly.
Useful Websites	https://www.biblegateway.com/ http://www.liturgyoffice.org.uk/Calendar/2022/index.shtml https://www.vatican.va/archive/ENG0015/_INDEX.HTM See Pupil Portal for further reading and extended learning.
Extra-Curricular Activities & Career Opportunities	Philosophy Club Peace Club Chaplaincy service Liturgy Leaders https://www.natre.org.uk/news/latest-news/videos-of-careers-for-graduates-in-theology-and-religious-studies/

Who Can I Contact?	Head of Religious Education	Mr P Norman (Head of RE) mr.norman@holyfamilycatholicschool.co.uk Mr C Becket (KS3 coordinator) mr.beckett@holyfamilycatholicschool.co.uk
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	Teachers of Year 8 Religious Education	Mr P Norman mr.norman@holyfamilycatholicschool.co.uk Mr C Becket mr.beckett@holyfamilycatholicschool.co.uk Dr C Wilkinson mrs.wilkinson@holyfamilycatholicschool.co.uk Mrs S Howard ms.howard@holyfamilycatholicschool.co.uk

Holy Family Catholic School Curriculum Overview Year 8 – Science



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sept-Oct)	<p>Acids and Alkalis Students compare properties of acids and alkalis and use the pH scale to make their own observations and draw conclusions.</p> <p>Metals and Acids Students will investigate how metals react with dilute acid and use the pH scale through practical investigations and represent their observations using word and chemical equations.</p> <p>Forces Students will identify different forces in action and apply them to a real life context. They will also learn how to draw force diagrams and compare how gravity varies for different masses and distances</p>	Horrible Science of Everything by Nick Arnold
Half Term 2 (Nov-Dec)	<p>Motion and Pressure Students will investigate and learn how to calculate pressure. They will gain an understanding of how to differentiate between and calculate speed and acceleration.</p> <p>Space Students will learn about the structure of the universe, solar system, how seasons arise and different phases of the moon</p>	The Planet Factory by Elizabeth Tasker
Half Term 3 (Jan-Feb)	<p>Earth Students will learn about the structure of the Earth by looking at the rock cycle and how different types of rocks were formed.</p> <p>Reactions Students will investigate how different metals react with dilute acids, oxygen and water, representing their observations using word and chemical equations</p>	Bad Science by Ben Goldacre
Half Term 4 (Feb-Mar)	<p>Ecosystem Processes Students will learn about photosynthesis; how plants use minerals for growth and gain understanding of both aerobic and anaerobic respiration. Students will further gain an understanding of food chains/food webs and the implications when they are disrupted.</p> <p>Adaptations and Inheritance Students will learn about competition in living organisms and different adaptations that help them to survive, and can lead to natural selection, evolution or extinction. They will learn how DNA was discovered and its role in inheritance and variation.</p>	Frankenstein by Mary Shelley
Half Term 5 (Apr-May)	Light	

	This unit introduces students to the properties of light. They will learn to draw ray diagrams to illustrate how light behaves in different circumstances.	World of Science Various Authors edited by Belinda Gallaher
Half Term 6 (Jun-Jul)	Electricity and Magnetism Students will take a practical approach to learn about series and parallel circuits. They will explore current, resistance, static electricity and electromagnets.	Built by Roma Agrawal

Examples of Home Learning Tasks	Extended Writing Literacy projects Seneca Online tasks and quizzes Literacy and Numeracy tasks per topic
Assessment Tasks, Methods & Frequency	Combined end of topic tests on 2 topics every half-term i.e. every 5-6 weeks. End of Year Exam (all topics covered)
Equipment that Students Need	Basic stationary: pens (black and green), pencil, ruler, rubber Specificic equipment: calculator

Parent / Carers can help their child by:	
Useful Websites	https://www.bbc.co.uk/bitesize/subjects/zng4d2p https://www.cognitoresources.org/resources/ks3/science http://www.docbrown.info/ks3science.htm http://www.eschooltoday.com/
Extra-Curricular Activities & Career Opportunities	CREST Bronze Award Club Salters on-line Chemistry Club KS3 Science Club Trips: Salters Festival Discovery Days & BayLab workshop Heart Mechanics

Who Can I Contact?	Head of Science	Mr Thrasivoulou
	KS3 Science Co-ordinator	Ms Anjorin
	Teachers of Year 8 Science	Ms Anjorin Mr Yohannes Ms Forbes Mr Uddin Ms Wilbraham

Holy Family Catholic School Curriculum Overview Year 8 – Spanish

	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sept-Oct)	<p>Module 1: Mis vacaciones</p> <p>Recap year 7 key vocab, key questions and answers, introducing myself, likes and dislikes, review of TONIC.</p> <p>Learning about Spanish and Latin American geography, describing a past holiday using TONIC</p> <p>Forming regular -ar, -er, -ir verbs in the preterite, forming the preterite tense of Ir</p>	<p>https://snappyspanish.com/beginner-spanish-stories/</p> <p>https://cuentosparadormir.com/</p> <p>https://www.thespanishexperiment.com/stories</p>
Half Term 2 (Nov-Dec)	<p>Module 1: Mis vacaciones</p> <p>Giving your opinion on a past event, giving a presentation about your holiday, making sentences more interesting using TONIC, using present and past time expressions and verbs together, verb Ser in the preterite, singular and plural preterite opinions</p> <p>Research- Maya culture and influence</p>	<p>https://snappyspanish.com/beginner-spanish-stories/</p> <p>https://cuentosparadormir.com/</p> <p>https://www.thespanishexperiment.com/stories</p>
Half Term 3 (Jan-Feb)	<p>Module 2: Todo sobre mi vida</p> <p>Saying what you use your phone for, saying what type of music you like, talking about TV programs</p> <p>Revision of present tense endings- all forms, using time expressions with the present tense, using opinions with different subject pronouns, C pronunciation as /th/ and /k/, forming and using comparative adjectives</p>	<p>https://snappyspanish.com/beginner-spanish-stories/</p> <p>https://cuentosparadormir.com/</p> <p>https://www.thespanishexperiment.com/stories</p>
Half Term 4 (Feb-Mar)	<p>Module 2: Todo sobre mi vida</p> <p>Understanding a TV guide, using an authentic text-TV guide and programs,</p> <p>Preterite tense consolidation, verb Hacer in the preterite, using two tenses together, including the 3rd person singular, using time sequencers, revision of cognates and near cognates</p> <p>Learning about Peru and Sevilla, Proyecto- Tiene mucho talento ‘Juanes’</p>	<p>https://snappyspanish.com/beginner-spanish-stories/</p> <p>https://cuentosparadormir.com/</p> <p>https://www.thespanishexperiment.com/stories</p>
Half Term 5 (Apr-May)	<p>Module 3: ¡A comer!</p> <p>Discussing typical Spanish and Latin American typical foods, saying what food you like, describing mealtimes, revising the Time, understanding a menu, ordering a meal, discussing what to buy for a party, giving an account of a party.</p> <p>Giving a wider range of opinions and Exclamations (Idioms), changing You forms in questions to I forms, forming and using negative sentences, using Usted / Ustedes, forming and using the Near future,</p>	<p>https://cuentosparadormir.com/</p> <p>https://www.thespanishexperiment.com/stories</p>

	using three tenses together, using present, past and future time expressions (adverbs)	
Half Term 6 (Jun-Jul)	Module 4: ¿Qué hacemos? Discussing your daily routine, discussing getting ready to go out, describing clothes including adjectival agreement, using reflexive verbs, revising time and time adverbs, using demonstrative adjectives, using three tenses Film study: Encanto	https://snappyspanish.com/beginner-spanish-stories/

Examples of Home Learning Tasks	Reading comprehension, writing developed paragraphs, online work on Activelearn.
Assessment Tasks, Methods & Frequency	Listening, speaking, reading, writing, grammar and translation during lessons and formal assessments half-termly.
Equipment that Students Need	A Student Guide (provided), a ruler, highlighters, coloured pens.

Parent / Carers can help their child by:	Checking their child's exercise book and Google Classroom submissions weekly. Listening to their spoken Spanish, testing them on vocabulary knowledge from the student guide regularly, getting and using a bilingual dictionary, downloading apps like Duolingo to practise Spanish.
Useful Websites	www.senecalearning.com www.pearsonactivelearn.com www.wordreference.com www.quizlet.com
Extra-Curricular Activities & Career Opportunities	Pen pal exchange Languages café https://resources.careersandenterprise.co.uk/resources/my-learning-my-future-mfl-languages Spanish Christmas carol club

Who Can I Contact?	Head of MFL	Mrs Sheikh-Oomar n.sheikhoomar@holyfamily.waltham.sch.uk
	Teachers of Year 8 Spanish	Ms Prada Ms Orblin Ms Sheikh Oomar

Holy Family Catholic School Curriculum

Overview Year 8 – Technology (Design Tech)



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sept-Oct)	Board Game project: <ul style="list-style-type: none"> How to brainstorm for your board game. How to delegate roles within your team and to know the key elements of a good team. How to write a situation and a design brief. How to design company logos to go on packaging, and why. How to create design ideas for packaging. How to create design ideas for board game. How to work safely in the graphics room (know how to use a craft knife, safety ruler, cutting mat, and double-sided tape). 	<ul style="list-style-type: none"> Write a meaningful conclusion for the brainstorm. The use of 2D Techsoft and google sketchup. Download the Sketchup online version- It's free, just register with your school email and start drawing! https://www.sketchup.com/products/sketchup-for-web
Half Term 2 (Nov-Dec)	Board Game Project (continue): <ul style="list-style-type: none"> How to use sticky back plastic and a laminator to give a professional finish to paper/card items. Finish making the board game. How to play your board game and evaluate the game and the project. How to present your board game and peer assess the board games of other teams. How to write an evaluation for the board game project. Complete the mini-assessment score sheet 	<ul style="list-style-type: none"> Complete mini-assessment score sheet and the target sheets. Complete the final assessment score sheet. Draw the modified version of the final product if given the chance to make it again.
Half Term 3 (Jan-Feb)	Wind Chime / Dream Catcher Project: <ul style="list-style-type: none"> Research existing wind chimes and different types of forces. How write a design brief stating what you intend on designing and who you intend on designing for (your target market). How to analyse an existing hand game using 5WH (Who, Where, What, Why, When and How) technique. How to create a nature inspirational collage. How to create a collage line drawing. How to write a meaningful design specification using ACCESSFM technique. How to generate creative and original design ideas of wind chimes and evaluate them against design specification. How to draw the final design of the wind chime. 	<ul style="list-style-type: none"> Draw and label the type of forces. Compare wind chimes / dream catchers and write meaningful conclusions. Complete the planning sheet. Evaluate the final design against design specification.
Half Term 4 (Feb-Mar)	Wind Chime / Dream Catcher Project (continue): <ul style="list-style-type: none"> Writing a comprehensive production plan. How to make the wind chime using materials available including recyclable materials. 	<ul style="list-style-type: none"> Complete the mid-product assessment.. Complete the final assessment score sheet.

	<ul style="list-style-type: none"> • Testing and evaluating the finished project and suggesting how the project could be improved in future. • Complete an end-of-project assessment. 	<ul style="list-style-type: none"> • Draw the modified version of the final product if given the chance to make it again.
Half Term 5 (Apr-May)	Steady Hand Game Project: <ul style="list-style-type: none"> • How to research types of hand games and describe their users, materials, function, appearance, manufacture, etc. • How to write a design brief stating what you intend on designing and who you intend on designing for (your target market). • How to analyse an existing hand game using 5WH (Who, Where, What, Why, When and How) technique. • How to develop a design specification using 'should', 'could', and 'must'. • How to calculate resistance of resistors using colour code. Input-process-output. • How to categorise electronic components under Input, process, and output. • How to generate creative and original design ideas of steady hand game background (theme) and wire course. • How to understand the use of Printed Circuit Board (PCB) in electronic equipment. • How to write a comprehensive production plan. • 	<ul style="list-style-type: none"> • Write a meaningful conclusion for the research into existing products.. • The use of 2D Techsoft and google sketchup. Download the Sketchup online version- It's free, just register with your school email and start drawing! https://www.sketchup.com/products/sketchup-for-web • More work on calculating resistances. • Complete production plan sheet.
Half Term 6 (Jun-Jul)	Steady Hand Game Project (continue): <ul style="list-style-type: none"> • How to make a lap joint and create a stand for the steady hand game. • How to make the background for the moving toy. • How to solder electronic components together using soldering iron. • How to assemble all the parts together. • How to test and evaluate the finished project and suggest how the project could be improved in future. 	<ul style="list-style-type: none"> • Draw and label different types of wood joints. • Complete electronic components worksheet. • Draw the modified version of the final product if given the chance to make it again.

Examples of Home Learning Tasks	As per whole school assessment cycle pupils will be tested on a mid-project assessment as well as an end of project assessment which is in keeping with the whole school data drops schedule
Assessment Tasks, Methods & Frequency	Pupils will get a taste of drawing in 2D and 3D software just as Architects, engineers, game designers and artists do. Students use 2D Techsoft to design packaging nets for the board game.
Equipment that Students Need	Pen/Pencil/Colour pencils/ green pen/eraser/sharpiers for the H&S posters

Parent / Carers can help their child by:	Youtube, https://www.sketchup.com/products/sketchup-for-web , www.technologystudent.com , www.howitworks.com , www.bbcbitsize.co.uk
Useful Websites	Youtube, https://www.sketchup.com/products/sketchup-for-web , www.technologystudent.com , www.howitworks.com , www.bbcbitsize.co.uk file:///D:/Holy%20Family%20Catholic%20School/Year%208/Board%20Game/INTRODUCTION%20TO%20Board%20Game%20Project%20PPT.pptx.pdf

Extra-Curricular Activities & Career Opportunities	Year 8 STEM club
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Who Can I Contact?	Head of Technology	Mr. S. Nandlal
	Teachers of Year 8 Technology	Miss L Jaber/ Mr.P Kwarteng/Miss B. Ozpalas/ Mr S. Nandlal

Holy Family Catholic School Curriculum Overview Year 8 – Technology (Food & Textiles)



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sept-Oct)	<p>Theory:</p> <ul style="list-style-type: none"> - What is HACCP? Hazards, Analysis, critical, control, point. - Be able to identify risks and control measures - Be able to identify the hierarchy system from both front and back of house in the Catering industry. - Be able to state the skills and qualities different job roles in the Catering industry - Be able to explain the different methods of cooking food and suggest ingredients they can be used for. - Be able to examine how the sensory properties and nutrition of food changes when cooked by different methods. - To identify a range methods to prepare and cook potatoes <p>Practical Skills:</p> <ul style="list-style-type: none"> - To prepare and make a range of dishes using a range of cooking methods. - To use correct chopping techniques and safety procedures when using and handling a knife. - To be able to use the cooker correctly and safely. - To demonstrate good knowledge and use of safety procedures and quality control during the practical. <p>Practical Dishes:</p> <ul style="list-style-type: none"> - Garden Focaccia - Mash Potatoes 	

Half Term 2 (Nov-Dec)	<p>Theory:</p> <ul style="list-style-type: none"> - Be able to explain the nutritive value of eating beef. Advantages and disadvantages - Be able to identify different cuts of beef - All about Pasta - What does garnishing mean? - What is food presentation and how to style a plate? <p>Practical Skills:</p> <ul style="list-style-type: none"> - To prepare and make a range of dishes using a range of cooking methods. - To use correct chopping techniques and safety procedures when using and handling a knife. <p>To be able to use the cooker correctly and safely.</p> <ul style="list-style-type: none"> - To demonstrate good knowledge and use of safety procedures and quality control during the practical. - To be able to handle meat safely to avoid cross contamination and food poisoning <p>Practical Dishes:</p> <ul style="list-style-type: none"> - Meat Koftas - Spaghetti Bolognese - Mushroom Risotto 	
Half Term 3 (Jan-Feb)	<p>Theory:</p> <ul style="list-style-type: none"> • Be able to explain the nutritive value of eating chicken and poultry. Advantages and disadvantages • Be able to identify different cuts of chicken • To explore a range of food allergies and intolerances • To investigate a range of diets and dietary requirements people follow and to identify the reasons for these choices <p>Practical Skills:</p> <ul style="list-style-type: none"> • To prepare and make a range of dishes using a range of cooking methods. • To use correct chopping techniques and safety procedures when using and handling a knife. • To be able to use the cooker correctly and safely. • To demonstrate good knowledge and use of safety procedures and quality control during the practical. • To be able to handle chicken and poultry safely to avoid cross contamination and food poisoning <p>Practical Dishes:</p> <ul style="list-style-type: none"> • Upside Down Fruit Cake • Thai Green Curry • Cauliflower Cheese <p>Food Preparation and and cooking skills developed in Year 8:</p>	

	Peeling, cutting, chopping, slicing, dicing, mixing, stirring, combining, weighing, measuring, seasoning, Beating, Whisking, melting, using hob/grill/toaster/oven/kettle, Top and tail, grating, boiling, simmering, kneading, portioning/dividing, baking, forming, shaping, frying, sauteing, stir-frying, mashing, fine chopping, crushing, rub-in method, sift, roll out pastry.	
Half Term 4 (Feb-Mar)	Pencil Case Project Theory <ul style="list-style-type: none"> • What is a design brief? • To analysis a design brief and theme to help generate creative ideas • How are fabric prints developed? • How to analyse existing textile products? Practical Skills <ul style="list-style-type: none"> • Develop a range of pencil mark making skills. • Create tonal drawings using a viewfinder and mark making skills. • Develop own fabric print design using heat transfer paints 	
Half Term 5 (Apr-May)	Theory <ul style="list-style-type: none"> • Understanding different printing methods. • What is a viewfinder and how to use them to create interesting prints/patterns. • How to develop a print/pattern from a range of sources? 	
Half Term 6 (Jun-Jul)	Theory <ul style="list-style-type: none"> • How to use a Heat Press safely and confidently? • What makes a good package design? Key features/information found on packages? • To recognise hand embroidery as a textiles decorative technique. Practical Skills <ul style="list-style-type: none"> - Following and using a pattern and production method; understanding how a textiles product is constructed. - Operating a sewing machine safely and confidently. - Pin, tack and sew using the sewing machine to construct a bow tie using own fabric print design. - To apply a range of hand embroidery stitches to a pencil case. 	

Examples of Home Learning Tasks	<u>Food</u> <ul style="list-style-type: none"> • Research garden focaccias, draw your own garden focaccia design considering the different vegetables you can use. • Cooking methods worksheet>Create a comic which teaches primary school students how potatoes are grown. • Animals and their meat and cuts worksheet • Create a moodboard of different types of pasta shapes and their names <u>Textiles</u>
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	<ul style="list-style-type: none"> • Create a mind map of all things related to natural forms. • Research a famous fabric print designer. • Mirror Image Print Design worksheet • Research the different printing methods and create an information leaflet of your findings • Create a step by step instruction card on how to use heat transfer paints and transfer designs onto fabric. • Logo and package design for pencil case
Assessment Tasks, Methods & Frequency	<ul style="list-style-type: none"> - Theory Knowledge Assessment (Written Assessment) - Cooking skills assessed each practical (peer/self/teacher assessed)
Equipment that Students Need	Pencils, pens, colouring pens/pencils, ruler, rubber, sharpener, homework folder

Parent / Carers can help their child by:	<p>Parents/Carers can help their child by ensuring they check Google Classroom regularly so that they are aware of ingredients and homework they need to bring to lessons.</p> <p>We expect students to be able to wash up during practical lessons so please let students do this at home</p>
Useful Websites	https://www.foodafactoflife.org.uk/ https://www.bhf.org.uk/ https://www.nutrition.org.uk/ https://www.nhs.uk/
Extra-Curricular Activities & Career Opportunities	Cooking club

Who Can I Contact?	Head of Technology	Mr S. Nandlal
	Teachers of Year 8 Technology	Miss Jaber, Mrs Cameron-Marques, Mr Kwarteng, Miss Ozpalas, Mr S. Nandlal