

YEAR 8 - ENGLISH	
<p>During this year, pupils will have the opportunity to develop the following skills, linked to the Assessment Objectives (AO) which are explicitly assessed for English Language and Literature at GCSE. These apply to our curriculum at KS3:</p> <p>AO1- Reading, understanding and responding to wider range of texts.</p> <ul style="list-style-type: none"> • Developing an extended personal response, in both language and literature writing. • Using appropriate and relevant textual references, including quotations, to support and illustrate interpretations. • Independently identifying and interpreting explicit and implicit information and ideas and explaining them fully. • Accurately selecting and synthesising evidence from different texts. <p>AO2- Analysing the language, form and structure used by a writer to create meanings and effects</p> <ul style="list-style-type: none"> • using relevant subject terminology where appropriate and discussing layers of meaning. • Explaining, commenting on and analysing how writers use language and structure to achieve effects, using relevant subject terminology. • Explaining and illustrating how a reader reacts to a text and how authors' choices create different responses. <p>AO3 - Showing understanding of the relationship between texts and understanding of how the social, historical and political contexts in which they were written impacts upon them.</p>	<p>Shakespeare - Romeo & Juliet - pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> • Elizabethan theatres and their role in society. • Key aspects of Shakespeare's language and his impact upon modern spoken and written English. • The patriarchal society of Elizabethan England. • Contextual information relevant to the play and the time in which it was written. • Wider Tudor practices, traditions, laws and beliefs. • How characters, setting and action are developed in a play. • How modern directors have presented the play and how the play is still relevant to a modern audience. • How language use can manipulate audience response • How to prepare a scene for performance. • How to organise their time effectively to produce a portfolio of associated tasks on Elizabethan society and culture. • Shakespeare's sonnets and other poems by his contemporaries.

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<ul style="list-style-type: none"> • Comparing writers' ideas and perspectives, drawing on their own wider reading, as well as how these are conveyed across two or more texts. <p>AO4 Independently evaluating non-fiction texts critically</p> <ul style="list-style-type: none"> • Supporting this with selected and appropriate textual references. <p>AO5 - Communicating clearly, both independently and within a group, effectively and imaginatively, selecting and adapting tone, style and register.</p> <ul style="list-style-type: none"> • Organising a wider range information and ideas, from a variety of text types and sources • Using structural and grammatical features to support coherence and cohesion. <p>AO6- Using a wider range of more ambitious vocabulary and sentence structures for clarity, purpose and effect</p> <ul style="list-style-type: none"> • Accurate spelling of complex words and full range of punctuation. <p>AO7 - Presenting in a formal setting</p> <ul style="list-style-type: none"> • Both independently and within a group. <p>AO8 - Listening and responding appropriately to spoken language</p> <ul style="list-style-type: none"> • Asking questions, or building on the points made to further the discussion. <p>AO9 - Using spoken standard English appropriately and accurately,</p> <ul style="list-style-type: none"> • Greater awareness of audience and purpose. 	
MATHS	
Pupils will have the opportunity to build on the following skills in the Year 8 Maths curriculum and:	Real-life graphs (continued) - pupils will have the opportunity to develop their knowledge about:

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- Further Develop their mathematical knowledge and reasoning, through regular problem solving and evaluation of the outcomes.
- Consolidate and further develop mental and written strategies; including those needed to estimate and check that answers are reasonable.
- Consolidate their mathematical capability by extending their understanding of the number system and place value to include decimals, fractions, percentages, powers and roots.
- Use the four operations, including formal written methods, applied to integers, decimals, proper and improper fractions, and mixed numbers, all both positive and negative.
- Select and use appropriate calculation strategies to solve increasingly complex problems, including those in both familiar and unfamiliar contexts.
- Break down substantial mathematical problems into more manageable steps.
- Move freely between different numerical, algebraic, graphical and diagrammatic representations.
- Draw, use and interpret a range of graphs, identify trends and solve problems
- Use an increasing range of mathematical language and properties precisely.

- Distance time graphs that represent journeys using different units of distance and time, such as metres per second
- How a graph may show seasonal or other variations, but still show an upward or downward trend
- When it is more realistic to join data points with a curve than with straight lines, as a curve better represents the data.

Number: Calculating with fractions - pupils will have the opportunity to develop their knowledge about:

- Comparing and ordering fractions.
- Adding and subtracting fractions with any size denominator
- Developing and using appropriate methods for multiplying fractions, including simplifying before multiplying.
- Dividing integers and fractions by a fraction.
- Using the 4 operations with mixed numbers.
- Finding the reciprocal of a number.

Algebra: Straight line graphs - pupils will have the opportunity to develop their knowledge about:

- Recognising that the gradient of a line is the change in y over change in x.
- Plotting the graphs of linear functions in the form $y = mx + c$
- Comparing and contrast features of graphs without drawing the graphs
- Recognising when lines are parallel or perpendicular from their equations.
- Recognising that for a straight line $y = mx + c$, m is the gradient and works out when a point is on a line.

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	<p>Number: Percentages, decimals and fractions - pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> ● Using the equivalence of fractions, decimals and percentages to compare and order proportions. ● Recognising recurring and terminating decimals and their fraction equivalents. ● Using a multiplier or the unitary method to find percentages changes and interpreting these multiplicatively ● Expressing one quantity as a percentage of another, ● Compare two quantities using percentages, and work with percentages greater than 100% ● interpret fractions and percentages as operators.
SCIENCE	
<p>Pupils will continue building on the Year 7 working scientifically skills and these include:</p> <ul style="list-style-type: none"> ● Use appropriate techniques, apparatus, and materials during fieldwork ● and laboratory work, paying attention to health and safety. ● Make and record observations and measurements for different investigations; and evaluate the reliability of methods and suggest improvements. ● Apply mathematical concepts and calculate results. ● Present reasoned explanations, including explaining data in relation to predictions and hypotheses. ● Evaluate data, showing awareness of potential sources of random and systematic error. ● Identify further questions arising from results. ● Use and derive simple equations and carry out appropriate calculations. 	<p>The Periodic Table - pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> ● Dalton's Atomic Model. ● Chemical properties ● The difference between physical and chemical changes in properties. ● Chemical formulae. ● Mendeleev's Table. ● Properties of alkali metals, halogens and noble gases. ● Melting, freezing and boiling points and use them to predict the state of a substance. ● Trends in physical properties within the periodic table. ● Metals and non-metals and their properties and position on the periodic table. ● The reactions of some elements with water and oxygen.

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	<ul style="list-style-type: none"> • Catalysts and some of their uses. • Corrosion. • Word and symbol equations for reactions. • The reactions of metals with acids. • Pure metals and alloys.
ADT	
<p>Woodlands Craft - pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> • How to analyse other designers' work critically and technically. • How to design and make a product making the best use of repurposed materials. • Understanding of how to use basic tools to fabricate a design. • Understanding how to apply a sustainable approach to design, making and use of products. <p>Me, Myself and I - pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> • Figure drawing and portraiture, capturing and reproducing an image using a variety of techniques. • Understanding how to choose and use a variety of media. • Creating an individual portrait based on self-image. 	<p>Woodlands Craft - pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> • Product analysis, design and making. • Simple fabrication techniques, including cutting, shaping and joining. • Using a sustainable design process. • Developments in design and technology, its impact on individuals, society and the environment. • The responsibilities of designers, engineers and technologists. • Designing ways to use resources effectively particularly in relation to "waste". • The environmental impact of designing and making everyday products. <p>Me, Myself and I - pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> • Portraiture and representation of the human form, self-image and self-expression. • Selecting, choosing and using media (paints, pastels, photography, modelling materials etc) to create a 2D/3D piece.

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CAREERS	
<p>Labour Market & Careers Information – pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> • Research and investigate following specific pathways. • Working collaboratively and presenting their findings in a variety of formats including whole-class presentations. • Writing personal statements about themselves. • Recognising personal data and limiting personal data digital footprints. <p>Personal Finance - pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> • Identify and recognise enterprising qualities. • Apply a variety of approaches including calculations to manage personal and household budgets to develop financial capability and become financially literate. • Finding information from a variety of sources; checking the reliability of information. 	<p>Labour Market & Careers Information – pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> • Careers across a variety of sectors; the variety of Jobs and occupations available including how these may change in the future. • Stereotypes and discrimination; impact on individuals and those around you; challenging stereotypes. that could be damaging to you and those around you; challenging stereotypes. • Social media and the impact it could have on your career. <p>Personal Finance - pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> • Employment laws; the laws and by-laws relating to young people's permitted hours and types of employment; how to minimise health and safety risks to you and those around you; managing a personal budget; contributing to household and school budgets.
COMPUTING	
<p>Pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> • Develop software formatting skills and explore concerns surrounding the use of other people's work, including licensing and legal issues. • Consider the value of their data to organisations and what they might use it for. • Exchange information and ideas with others in a variety of ways, including using digital communications. • Reflect on their responsibilities as creators and users of creative work. • Demonstrate a wide application of computational thinking to their work. • Analyse the positive and negative impact that products can have in the wider world. 	<p>Gaining support for a cause - throughout the term pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> • Formatting techniques to understand why we format documents. • Licensing issues involving online content by applying appropriate Creative Commons licences. • How to credit the original source of an image. • Techniques in order to identify whether or not a source is credible. • Referencing techniques and understand the concept of plagiarism. • How to construct a blog using appropriate software. <p>Cybersecurity - pupils will have the opportunity to develop their knowledge about:</p>

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<ul style="list-style-type: none"> ● Make models and drawings to explore and test design thinking, discussing my ideas with users. 	<ul style="list-style-type: none"> ● The difference between data and information. ● The need for the Data Protection Act <p>Social engineering - pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> ● How human errors pose security risks to data. ● Strategies which minimise the risk of data being compromised through human error. <p>Script kiddies - pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> ● Hacking. ● How a DDoS attack can impact users of online services. ● Strategies which reduce the chance of a brute force attack being successful. ● The need for the Computer Misuse Act. ● The common malware threats. ● How malicious bots can have an impact on societal issues. ● How networks can be protected from common security threats.
FOOD TECHNOLOGY	
<p>Pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> ● Food Safety and hygiene awareness ● Practical cooking and baking ● Observe video demonstrations <p>Practical work in school will include:</p> <ul style="list-style-type: none"> ● Use of kitchen equipment such as food mixers, the grill and the blender. ● Design and create a savoury flan (quiche) ● Design and create a celebration cake for a special person or event. 	<p>Pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> ● The Eatwell Guide, healthy food choices ● Gadgets in the kitchen, knife safety. ● British cuisine. ● Starchy carbohydrates and dextrinization. ● Eggs and protein. ● Using the oven.

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GEOGRAPHY	
<p>Geographical Enquiry - pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> ● Identify where the world's biggest populations are found. ● Analyse population patterns. ● Use a model to investigate population change. ● Draw and interpret population data using population pyramids to predict change. ● Consider the success of population control. ● Understand the contrasts in levels of international development and how to measure development using a range of development indicators. ● Understand how physical processes affect the environment and impact of people living nearby. ● Use a variety of historical data to analyse change. ● Compare OS Maps of different scales. ● Compare Southampton to a land use model. 	<p>How are populations changing? - pupils will have the opportunity to develop their geographical knowledge about:</p> <ul style="list-style-type: none"> ● World population distribution and change. ● How countries attempt to control population change. ● Types of migration. ● Urbanisation and how cities evolve. ● Push and pull factors between Mexico and the USA. ● The problems of urbanisation. ● How urbanisation changed a UK city.

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HISTORY	
<p>Pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> ● Make links within and across periods and explain connections. ● Examine and begin to analyse the causes and consequences of events and changes. ● Describe and begin to explain, different historical interpretations of events, people and changes. ● Critically evaluate sources relating to the nature, origin and purpose of sources. ● Reach a valid, informed and detailed conclusion to an independent enquiry. ● Select and combine information from historical sources. ● Select, organise and deploy relevant information to produce well-structured narratives, descriptions and explanations. 	<p><u>The British Empire (continued from previous term)</u> – pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> ● What impact the British had on Aboriginal Australians. ● Why different groups have had different ideas about the treatment of Aboriginal Australians. ● The impact the British had on Aboriginal Australians, comparing the long term and short time impact. <p><u>USA in the 20th century</u> - pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> ● Racism in early 20 th century America. ● The story of Emmett Till and explain the consequences of the story. ● How black Americans were racially segregated and how this led to rebellion. ● How protesting shaped modern day America. ● The differences between white American education to black American education.

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MFL – FRENCH	
<p>Pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> • Express opinions • Write a longer email with time phrases, conjunctions and qualifiers • Learn a French song • Read longer emails and extract important details • Give excuses in French • Give an oral presentation • Learn some French history 	<p><u>Quel Talent/ le monde et les pays francophones</u> - pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> • How to talk about talent and ambition. • How to say what you want to and must do . • French-speaking countries. <p><u>Grammar</u> - pupils will be able to learn how to:</p> <ul style="list-style-type: none"> • Use three tenses • Use the imperative • Use more adjectives • Use modals, <i>vouloir, devoir</i> plus the infinitive
MUSIC	
<p>Pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> • Recreate music production techniques including sampling, arranging, recording, looping. • Learn some fundamentals of recording music. • Use a beat grid to compose drum grooves. • Analyse pieces of music and be able to recognize and discuss the techniques used to compose them 	<p>Pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> • Production of Electronic music. This will include the history of electronic production techniques and the socioeconomic factors that drove its development. • The key techniques that are commonly found in the creation of electronic music.
PE	
<p>Pupils will have the opportunity to develop the following skills:</p> <p>Cricket –</p> <ul style="list-style-type: none"> • Demonstrate the correct release point on a bowl and show consistent accuracy over at least 10m. • Demonstrate an accurate over arm throw over 15m. • Hit the ball showing both attacking and defensive shots. • Demonstrate batting, bowling, throwing and catching with accuracy. <p>Athletics –</p> <ul style="list-style-type: none"> • Demonstrate good jumping technique with good speed and height. 	<p>Pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> • Different tactics for attacking and defensive play. • Their own strengths and areas for improvement. • How to umpire a game of table tennis. • Tactics and how to outwit opponents.

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<ul style="list-style-type: none"> • Throw, shot, discus and javelin with good technique. • Demonstrate a relaxed running style and know when to pace themselves and sprint in a race. <p>Rounders –</p> <ul style="list-style-type: none"> • Demonstrate effective tactics of striking and fielding games. • Vary their bowling, including height, spin and pace. • Demonstrate that they are able to hit the ball into space. • Demonstrate that they can field effectively and consider where they throw the ball to which benefits their team. 	
PSHE	
<p>Relationships - throughout the term pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> • Manage the impact of how social media makes them feel about themselves. • Learn and practise positive relationship skills. • Etiquette and manners in relation to privacy both online and offline. • How to protect themselves from an unhealthy relationship. • What to do if they're worried about their online or offline safety. • How to empathise with people experiencing difficult or negative relationships. <p>Changing Me - pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> • Recognise positive behaviours people exhibit in healthy, intimate relationships. • Compare and contrast the features of healthy and unhealthy romantic relationships. • Recognise that attraction takes many forms. • Express own opinions on relationship issues. 	<p>Relationships – pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> • How social media can both positively and negatively affect how they feel about themselves. • The features of positive and stable relationships. • 'Personal Space' and how this varies in both online and offline relationships, and how it differs across different cultures. • What is meant by 'control', 'power balance' and 'coercion' in a relationship. • The differences between a healthy, positive one and a coercive one. • How to use social media appropriately, safely and legally. • How personal safety can be compromised online. <p>Changing Me - pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> • different types of close, intimate relationships. • Physical attraction and the range of feelings associated with it. • The positive aspects of having a boyfriend or girlfriend.

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	<ul style="list-style-type: none"> ● Some of the behaviours you would expect to find in a normal romantic relationship. ● Where to get information to safely explore feelings about sexuality. ● Methods of contraception. ● How pornography can impact negatively on expectations and self-image. ● What the law says in relation to sex and alcohol.
RELIGIOUS EDUCATION	
<p>Pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> ● Reason logically. ● Present cogent arguments. ● Evaluate arguments. ● Understand and explain the impact a belief or practice can have on followers and/or communities. ● Explain in detail why we learn about different religions and cultures. ● Organise and present work using a range of different styles and creativity according to the audience. ● Reflect and make links to experiences and beliefs. 	<p>Philosophy – pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> ● Some arguments for the existence of God and counter-arguments. ● Arguments against the existence of God. ● Differences between knowledge and belief. ● Why evil and suffering are a problem for religious believers. ● Ideas of immortality. ● The idea of ‘miracle’. ● The term ‘revelation’.