

## Bellingham Middle School – Y8 Autumn Curriculum Overviews – September 2020

YEAR 8	
ENGLISH	
<p><u>Recovery Curriculum</u></p> <p>Reading:</p> <ul style="list-style-type: none"> <li>● Complete Accelerated Reader assessment for challenging, new reading book.</li> <li>● Revise rules for having discussions and debates.</li> <li>● Work collaboratively with peers to discuss reading and writing.</li> <li>● Making inferences and referring to evidence in the text.</li> <li>● Make critical comparisons across texts.</li> <li>● Revise a range of poetic conventions and understand how these have been used.</li> </ul>	<p>Writing:</p> <ul style="list-style-type: none"> <li>● Revise conventions for narrative, non-narrative texts, including arguments and personal and formal letters.</li> <li>● Revise how writing should reflect the audience and purpose for which it was intended.</li> <li>● Amend vocabulary, grammar and structure of writing to improve its coherence and overall effectiveness.</li> </ul> <p>Grammar:</p> <ul style="list-style-type: none"> <li>● Revise rules and procedures for using the full range of punctuation within writing.</li> <li>● Know and understand the differences between spoken and written language.</li> <li>● Revise differences between formal and informal registers and between Standard English and other varieties of English.</li> <li>● Use Standard English confidently in their own writing and speech.</li> </ul>
<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><b>AO1- Reading, understanding and responding to wider range of texts.</b></p> <ul style="list-style-type: none"> <li>● Developing an extended personal response, in both language and literature writing.</li> <li>● Using appropriate and relevant textual references, including quotations, to support and illustrate interpretations.</li> <li>● Independently identifying and interpreting explicit and implicit information and ideas and explaining them fully.</li> </ul>	<p>Pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> <li>● A Gothic novel (Lit AO1,2).</li> <li>● A selection of war poetry (Lit AO1-4, reading AO3, AO4).</li> <li>● A selection of Victorian ghost stories (Lit AO1-4, reading AO3, AO4).</li> <li>● Social &amp; historical context and its impact on a text.</li> <li>● Establishing and sustaining the voice of character through Gothic-inspired narratives.</li> <li>● Analysing and evaluating character and the techniques a writer uses .</li> <li>● Understanding and using the features of storytelling to produce their</li> </ul>

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<ul style="list-style-type: none"> <li>• Accurately selecting and synthesising evidence from different texts.</li> </ul> <p><b>AO2- Analysing the language, form and structure used by a writer to create meanings and effects</b></p> <ul style="list-style-type: none"> <li>• using relevant subject terminology where appropriate and discussing layers of meaning.</li> <li>• Explaining, commenting on and analysing how writers use language and structure to achieve effects, using relevant subject terminology.</li> <li>• Explaining and illustrating how a reader reacts to a text and how authors' choices create different responses.</li> </ul> <p><b>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.</b></p> <ul style="list-style-type: none"> <li>• Comparing writers' ideas and perspectives, drawing on their own wider reading, as well as how these are conveyed across two or more texts.</li> </ul> <p><b>AO4 Independently evaluating non-fiction texts critically</b></p> <ul style="list-style-type: none"> <li>• Supporting this with selected and appropriate textual references.</li> </ul> <p><b>AO5 - Communicating clearly, both independently and within a group, effectively and imaginatively, selecting and adapting tone, style and register.</b></p> <ul style="list-style-type: none"> <li>• Organising a wider range information and ideas, from a variety of text types and sources</li> <li>• Using structural and grammatical features to support coherence and cohesion.</li> </ul> <p><b>AO6- Using a wider range of more ambitious vocabulary and sentence structures for clarity, purpose and effect</b></p> <ul style="list-style-type: none"> <li>• Accurate spelling of complex words and full range of punctuation.</li> </ul> <p><b>AO7 - Presenting in a formal setting</b></p>	<p>own.</p> <ul style="list-style-type: none"> <li>• Recognising persuasive techniques and adapting language to suit audience and purpose.</li> <li>• Using specific linguistic features and structural devices to enhance their work and recognising how a writer uses them to effect.</li> <li>• Recognising poetic techniques and form and appreciating a range of poems.</li> <li>• Creating an effect on the reader, through a variety of literary techniques and crafting their own writing modelled on what they have read.</li> </ul>
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<ul style="list-style-type: none"> <li>Both independently and within a group.</li> </ul> <p><b>AO8 - Listening and responding appropriately to spoken language</b></p> <ul style="list-style-type: none"> <li>Asking questions, or building on the points made to further the discussion.</li> </ul> <p><b>AO9 - Using spoken standard English appropriately and accurately,</b></p> <ul style="list-style-type: none"> <li>Greater awareness of audience and purpose.</li> </ul>	
<p><b>MATHS</b></p> <p><u>Recovery Curriculum:</u></p> <p>Number skills:</p> <ul style="list-style-type: none"> <li>Use written methods to add and subtract more than two numbers (including decimals).</li> <li>Use mental calculation for multiplication</li> <li>Estimate answers to calculations.</li> <li>Understand, choose and use a range of strategies for mental calculations.</li> <li>Add, subtract, multiply and divide positive and negative numbers.</li> <li>Use index form and write a number as the product of its prime factors.</li> </ul>	<p>Area and Volume:</p> <ul style="list-style-type: none"> <li>Derive and use the formula for the area of a triangle.</li> <li>Calculate the area of compound shapes made from rectangles and triangles.</li> <li>Use the formula for the area of a parallelogram.</li> <li>Calculate the volume of cubes and cuboids</li> </ul> <p>Algebra: Expressions and Equations:</p> <ul style="list-style-type: none"> <li>Use letters to represent unknown and simplify linear expressions by collecting like terms.</li> <li>Find the inverse of a simple function and write and solve one-step equations using function machines.</li> <li>Write simple formulae in words and then using letter symbols</li> <li>Substitute integers into formulae written in words and letters.</li> <li>Solve and write one and two-step equations using function machines.</li> </ul>
<p>Pupils will have the opportunity to develop the following skills:</p> <p><b>Number sense</b></p> <ul style="list-style-type: none"> <li>Developing mental strategies</li> <li>Measures and units</li> <li>Estimation, including rounding to a given number of decimal places</li> </ul>	<p>Pupils will have the opportunity to develop their knowledge of:</p> <p><b>Number sense</b></p> <ul style="list-style-type: none"> <li>Know the rules for Order of Operations</li> </ul>

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### Standard Index Form

- Conversion between numbers in ordinary and standard form (large and small).
- Calculate combinations of squares, square roots, cubes, cube roots and brackets.
- Comparing numbers in standard form.

### Area and Volume

- Use the formula for the area of a triangle.
- Calculate the area of compound shapes made from rectangles and triangles.
- Use the formula for the area of a parallelogram and trapezium.
- Calculate the volume of cubes and cuboids.
- Sketch nets of 3D solids.
- Draw 3D solids on isometric paper.
- Convert between different measures for area, volume and capacity.

### Statistics, graphs and charts

- Collecting data.
- Interpreting statistical diagrams.
- Understanding dual bar charts.
- Constructing and interpreting pie charts.

### Brackets, equations and inequalities

- Multiplying out single brackets.
- Forming and using expressions, formulae and identities.
- Forming and solving equations and inequalities with and without brackets.

### Standard Index Form

- Understand and use Standard Index Form

### Area and Volume

- Areas of triangles, rectangles and compound shapes.
- Formulas for the area of parallelograms and trapeziums.
- Volume.
- 3D solids.
- Different metric measures.

### Statistics, graphs and charts

- Interpret and construct dual bar charts.

### Brackets, equations and inequalities

- Know how to use brackets in algebraic equations.

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<p><b>SCIENCE</b></p> <p><u>Recovery Curriculum:</u></p> <ul style="list-style-type: none"> <li>• Cell structure and specialised cell functions.</li> <li>• Processes of life in relation to reproduction and growth.</li> </ul>	
<p>Pupils will have the opportunity to develop the following skills; Continue building on the Year 7 Working Scientifically skills and include:</p> <ul style="list-style-type: none"> <li>• Use appropriate techniques, apparatus, and materials laboratory work, paying attention to health and safety</li> <li>• Make and record observations and measurements for different investigations; and evaluate the reliability of methods and suggest improvements</li> <li>• Apply mathematical concepts and calculate results</li> <li>• Present reasoned explanations, including explaining data in relation to predictions and hypotheses</li> <li>• Evaluate data, showing awareness of potential sources of random and systematic error</li> <li>• Identify further questions arising from results</li> <li>• Use and derive simple equations and carry out appropriate calculations</li> </ul>	<p>Pupils will have the opportunity to develop their knowledge about:</p> <p><b>Sexual Reproduction and Asexual Reproduction</b></p> <ul style="list-style-type: none"> <li>• Reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems.</li> <li>• The menstrual cycle (without details of hormones).</li> <li>• Gametes, fertilisation, gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta.</li> </ul> <p><b>Earth's Atmosphere and Rock Cycle</b></p> <ul style="list-style-type: none"> <li>• The composition and structure of the Earth.</li> <li>• The rock cycle and the formation of igneous, sedimentary and metamorphic rocks.</li> <li>• The Earth as a source of limited resources and the efficacy of recycling.</li> <li>• The composition of the atmosphere and importance of the carbon cycle.</li> <li>• The production of carbon dioxide by human activity and the impact on climate.</li> </ul>
<p><b>COMPUTING</b></p> <p><u>Recovery Curriculum:</u></p> <ul style="list-style-type: none"> <li>• How to stay safe online.</li> <li>• Sharing of personal information online.</li> <li>• Using School 360.</li> </ul>	
<p>Pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> <li>• Understanding of the different types of Operating systems that exist and how they are designed to work in different contexts.</li> </ul>	<p>Throughout the term pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> <li>• The different types of operating systems</li> </ul>

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<ul style="list-style-type: none"> <li>• Understanding of the basic command prompts to manipulate files and folders and write a batch or shell script.</li> <li>• Understand how people are connected to the internet.</li> <li>• Review their own media habits and reflect on the role of digital media in their lives.</li> <li>• Reflect on their responsibilities as a creator and users of creative work.</li> </ul>	<ul style="list-style-type: none"> <li>• Command lines</li> <li>• Connecting to the internet</li> </ul> <p><b><u>Digital literacy &amp; Citizenship:</u></b></p> <ul style="list-style-type: none"> <li>• Their own self-awareness by reflecting critically on their behaviour and its impact on others.</li> <li>• Their awareness and exploration of e-safety knowing how to behave responsibly online and how to access help.</li> </ul> <p><b><u>My Media</u></b></p> <ul style="list-style-type: none"> <li>• Review their media habits and the array of media they use on a weekly basis, and reflect on the role of digital media in their lives.</li> </ul> <p><b><u>A creator's responsibilities</u></b></p> <ul style="list-style-type: none"> <li>• Reflect on their responsibilities as creators and users of creative work.</li> </ul>
<p><b>HUMANITIES</b></p> <p><b><u>Recovery Curriculum</u> – History:</b></p> <ul style="list-style-type: none"> <li>• Describe and begin to make links between features of past societies and periods.</li> <li>• Explain the causes and consequences of key events and changes.</li> <li>• Describe how and explain why some events, people and changes have been interpreted in different ways.</li> <li>• Use historical sources to strengthen my views about the past and reach a conclusion</li> </ul>	<p><b><u>Geography:</u></b></p> <ul style="list-style-type: none"> <li>• Locate cities, countries and regions of Africa &amp; Asia on physical and political maps.</li> <li>• Understand geographical similarities and links between places.</li> <li>• Use a variety of map types to describe physical and human characteristics of parts of the world.</li> </ul>
<p><b>History</b> - pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> <li>• Make links within and across periods and explain connections.</li> <li>• Describe the characteristic features of past societies and periods.</li> <li>• Examine and begin to analyse the causes and consequences of events and changes</li> <li>• Begin to explain, different historical interpretations of events, people and changes.</li> </ul>	<p><b>The Industrial Revolution</b> – pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> <li>• Britain in 1750.</li> <li>• The population boom.</li> <li>• Coal mining.</li> <li>• 'The Cripple Factory'.</li> <li>• The introduction of the locomotive.</li> <li>• The importance of the Liverpool and Manchester railway.</li> </ul>

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- Select and combine information from historical sources
- Select, organise and deploy relevant information to produce well-structured narratives, descriptions and explanations.

**Geography** – pupils will have the opportunity to develop the following skills:

- Locate Africa and its countries.
- Identify key features of Africa's physical landscape, climate, environments, population distribution and economy.
- Understand geographical similarities, differences and links between places through the study of the human and physical geography of a region within Africa, and of a region within Asia.
- Describe the physical landscape of Africa.
- Interpret climate maps and graphs for Africa.
- Use atlas maps and photos to investigate Africa.
- Use latitude and longitude to locate places in Africa.
- Interpret statistics, graphs, population density maps and population pyramids to investigate population change.
- Consider different points of view and decisions that people make to change.
- Apply understanding of migration and urbanisation to analyse a range of geographical information about Ethiopia.
- Apply understanding of development and Sustainable Development Goals to Africa.
- Use enquiry questions to describe places in Africa.
- Describe the physical landscape of Asia.
- Use a Development Compass Rose to classify and critically think about different viewpoints.

- Common diseases at the time and why they were common.

**Geography** – pupils will have the opportunity to develop their knowledge about:

- The physical geography and colonial history of Africa.
- Africa's climatic zones and biomes.
- Desertification in the Sahel and how this can be managed.
- Population change and urbanisation.
- Trade relationship between Africa and China.

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### MFL – FRENCH

#### Recovery Curriculum:

- numbers, colours, personal info, classroom commands, months, days of the week, birthdays, brothers and sisters, age.

Pupils will have the opportunity to develop the following skills:

- Conduct a role-play with ideas, opinions, reasons and factual information in more than one time frame.
- Prepare a presentation.
- Read the answers to a survey and extract details.
- Write a short paragraph from memory.
- Use more than one time frame.
- Understand a dialogue spoken more clearly and slowly than a normal native speaker.
- Translate short sentences into French containing language from recent topics.

Pupils will have the opportunity to develop their knowledge about:

#### T'es branché/ Paris je t'adore

- Television programmes and films.
- How to say what films you like and dislike.
- How to talk about activities on the internet.
- How to say what you can do in Paris.

#### Grammar

- Use subject pronouns
- Use j'aime, j'adore and je déteste
- Use the verb "faire"
- Use "on peut" plus the infinitive

#### Berlin project:

Taster of German language and German history of Berlin

### MUSIC

#### Recovery Curriculum:

- Revise staff and other musical notations.
- Listen with increasing discrimination to a wide range of music from great composers.

Pupils will have the opportunity to develop the following skills:

- Sing repertoire from folk songs.
- Compose a simple folk song using song structure learnt during this term.
- Recognise instrumentation through listening to different folk music.
- Create and recite complex rhythms using semi-quavers and rests.
- Practice the ability to critique music through discussion.

**Folk Music** – pupils will have the opportunity to develop their knowledge about:

- Discuss folk music from around the world. Addressing its purpose, roots and who were its audience and performers.
- Discuss the social/economic factors that drove the compositions of folk music.
- Build up knowledge of world folk music styles and instrumentation.
- Learn about folk music song structures.
- Be able to understand and use semi-quaver rests.



### PE

#### Recovery Curriculum:

- Continue to promote levels of fitness – Daily Mile, Cooper's Test.
- Benefits of working as part of a team.
- Rules of football and hockey.

Pupils will have the opportunity to develop the following skills:

#### Football –

- Demonstrate a range of passing techniques and can control the ball with different body parts more effectively in a game situation.
- Recognise and demonstrate how to support a player in a game situation.
- Use effective dribbling and tackling techniques in both practice and game situations.
- Being effective in a game situation.

#### Hockey –

- Demonstrate a range of passes with good ball pace.
- Lead a small group in a hockey practice.
- Demonstrate shooting with accuracy.

#### Cross-country/orienteering

- Developing and using new skills and techniques as they move from familiar activities and environments into less familiar ones.
- Respond effectively to problems and physical challenges, both individually and in cooperation with others.
- Analyse, plan and carry out tasks safely, as they move from familiar activities and environments into unfamiliar and changing

Pupils will have the opportunity to develop their knowledge about:

- Different tactics for attacking and defensive play.
- Their own strengths and areas for improvement.
- Tactics and how to outwit opponents.
- Sports Leadership.

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<p>circumstances, often leading and managing themselves.</p>	
<p><b>PSHE</b></p> <p><u>Recovery Curriculum:</u></p> <ul style="list-style-type: none"> <li>• Opportunities to talk about themselves and their experiences.</li> <li>• British Values</li> <li>• Positive Mental Wellbeing – daily Wellbeing sessions.</li> <li>• Dealing with anxiety and stress – daily Wellbeing sessions.</li> </ul>	
<p>Throughout the term pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> <li>• Negotiating and solving problems.</li> <li>• Further develop the communication skills of active listening, negotiation, offering and receiving constructive feedback and assertiveness.</li> <li>• Define what stereotypes are.</li> <li>• How to access local health services and other sources of support</li> <li>• How to safely access sources of support for themselves or their peers.</li> <li>• Describe the positive feelings that result from doing something positive.</li> <li>• Describe what inequality means in the UK.</li> <li>• Give examples of LGBT bullying.</li> <li>• Describe the steps that can be taken to challenge LGBT bullying.</li> </ul>	<p><b>Being Me in My World</b> – pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> <li>• Similarities, differences and diversity of peoples’ identities.</li> <li>• The influence family has on self-identity.</li> <li>• Stereotypes.</li> <li>• First impressions and how they can lead to judgements that may be misinformed.</li> </ul> <p><b>Celebrating Difference</b> – pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> <li>• Individuals who have made a positive contribution despite prejudice and discrimination.</li> <li>• Examples of social injustice in the UK.</li> <li>• The benefits of living in a multi-cultural society.</li> <li>• The emotional impact of LGBT bullying on perpetrator and victim.</li> <li>• How taking positive action can improve mental wellbeing.</li> <li>• Self-efficacy.</li> <li>• Know how respect and equality, or the lack of these, affects relationships.</li> </ul>
<p><b>RELIGIOUS EDUCATION</b></p> <p><u>Recovery Curriculum:</u></p> <ul style="list-style-type: none"> <li>• Opportunities to talk about their own feelings and experiences.</li> <li>• Opportunities to reflect on beliefs about God in other religions.</li> <li>• Opportunities to think and talk about their own beliefs.</li> </ul>	

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<p>Pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> <li>• Examine the extent to which Sikh beliefs and/or values compare and contrast with British values such as democracy, individual liberty and the rule of law.</li> <li>• Identify Sikh festivals such as Baisakhi, Divali, Hola Mohalla and the birthdays of Guru Nanak and Guru Gobind Singh and explain their significance.</li> <li>• Identify the Sikh Five Ks, explain why the Sikhs wear/possess them, consider their significance and research into their history.</li> <li>• Confidently express opinion and contribute by responding and adding to the views of others.</li> <li>• Understand and explain the impact a belief or practice can have on followers and/or communities.</li> <li>• Show empathy in response to the learning.</li> <li>• Express clear views about why beliefs and practices are so important.</li> </ul>	<p><b>Sikhism: God and other beliefs</b> – pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> <li>• The beliefs that Sikh children and other people have about God.</li> <li>• The term “monotheism” and examine how Sikhs interpret this.</li> <li>• Why pictures of God are never shown.</li> <li>• The role of God in relation to various stories in the Guru Granth Sahib.</li> <li>• Rules when visiting the Gurdwara.</li> <li>• Sikh beliefs about karma and how such beliefs affect actions.</li> <li>• Sikh duties to work hard, to behave humbly, to help others and to donate to charity and how such duties affect thoughts and actions.</li> <li>• Sikh emphasis on equality and what this implies for males and females, the caste system and followers of other faiths.</li> </ul>
<p><b>TEXTILES</b></p>	<p><i>Practical lessons will be carried out only by Y8 pupils in our school dining hall. We are following guidelines from the CLEAPSS GL344 Guidance on practical work:</i></p> <ul style="list-style-type: none"> <li>• <i>The canteen has been “zoned” to produce areas for pupils to be able to design and create whilst maintaining social distancing.</i></li> <li>• <i>Each pupil will have their own working area and equipment assigned to them under the social-distancing rules.</i></li> <li>• <i>All equipment used will be cleaned frequently and meticulously.</i></li> </ul>
<p>Pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> <li>• Produce 4 designs for applique on this theme (one for each pyramid and one for the drawstring bag).</li> <li>• Understand how to build up layers to create an applique design.</li> <li>• Create paper templates for their applique designs.</li> <li>• Cut, sew, fill with rice, complete and evaluate their first pyramid and use this knowledge to enhance their next pyramids.</li> </ul>	<p>Pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> <li>• What a design brief is.</li> <li>• A Task Analysis.</li> <li>• Image boards and how they inspire original ideas.</li> <li>• How to create accurate templates.</li> <li>• How to make a successful embellishment.</li> <li>• Pin, tack and sew.</li> </ul>

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<ul style="list-style-type: none"><li>● Record process of manufacture.</li><li>● Cut, pin, and sew embellishments onto the bag then sew channel into the bag, recording process of manufacture.</li><li>● Self - assess their applique</li><li>● Peer assess of pinning, tacking, cutting and sewing</li><li>● Accuracy when using fabric shears to produce identical outcomes</li><li>● Evaluate the outcome against the specification and design brief and identify strengths and areas for development.</li></ul>	<ul style="list-style-type: none"><li>● How and why textile products are made the wrong way round.</li><li>● How to make a channel for drawstring fastening.</li></ul>
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