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Curriculum Overview Year 8

Dear Parents/Carers,

At Hurworth it is our aim to provide a broad, balanced and challenging curriculum that ignites students' love of learning and successfully unlocks the true potential of each individual. We believe that students are empowered by what they know and that, if immersed in a knowledge-rich curriculum, they are more likely to become the best versions of themselves.

In this letter, you will find an overview of the work that your child will be studying during this half term. We've included key details on what they will be looking at in each subject, homework tasks, how they'll be assessed, as well as opportunities for you to support your child's education by doing additional research on new topics or using departmental Read and Watch lists to further encourage their curiosity and enthusiasm to learn. The aim is for this to make it easier for you to work with the school supporting your child with their work.

All lessons last for one hour. In Year 8, students study the following subjects:

English, Maths, Science, Spanish, Design and Technology, History, Geography, Religious Studies, Music, Art, Computing, Physical Education and PSHCE.

The information for each subject is categorised as follows:

Topics taught: This is an overview of the topics Year 8 will be covering this half term.

Learning Outcomes: This explains what areas students will be looking at, and the skills they will be developing during the half term.

Homework: This provides an outline of when students will be receiving Independent Learning Tasks for each subject.

Assessment: This explains how students will be assessed on their understanding of this topic.

How I can support my child: This gives suggestions of how you can offer your child support, as well as ways students can explore this area in more detail if they wish.

Further information for all subjects can be found on our school website, including our yearly learning journeys and links to departmental Read and Watch lists.

Art

Topics Taught:	Portraiture								
Learning Outcomes:	<p>To understand the proportions of the face</p> <p>Develop tonal and observational drawing</p> <p>Understand how to draw facial features correctly</p>								
Homework:	<p><u>Lesson 2 – Spelling Test</u></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Proportion</td> <td style="width: 50%;">Portrait</td> </tr> <tr> <td>Tonal</td> <td>Variation</td> </tr> <tr> <td>Symmetry</td> <td>Blend</td> </tr> <tr> <td>Observation</td> <td>Detail</td> </tr> </table> <p><u>Lesson 4 – Self –Portrait Drawing</u> Take a selfie of yourself facing forward, avoiding an open mouth smile. Create a self-portrait in pencil using your photograph for reference.</p> <p><u>Lesson 6 – Draw a mouth</u> Watch the video by Jessica Hopper https://www.youtube.com/watch?v=3ymax7C9BpE</p> <p>Rewatch the video whilst working alongside drawing the lips. Pause as required and take your time. You should have a good idea about drawing the shape, I would like you to really focus on your tonal application.</p> <p><u>Lesson 8 – Draw a nose</u> Watch the video by Jessica Hopper https://www.youtube.com/watch?v=7ueWr2EseM0&t=402s</p> <p>Rewatch the video whilst working alongside drawing a nose. Pause as required and take your time. You should have a good idea about drawing the shape, I would like you to really focus on your tonal application.</p>	Proportion	Portrait	Tonal	Variation	Symmetry	Blend	Observation	Detail
Proportion	Portrait								
Tonal	Variation								
Symmetry	Blend								
Observation	Detail								
Assessment:	Baseline assessment, homework tasks and classroom assessment at the end of the project to monitor observational drawing skills and portraiture knowledge.								
How I can support my child:	<p>Encourage your child to practice their drawing skills at home. Discuss how the drawing can be improved. Is the shape and size of their drawing correct? Resilience and self-evaluation are key to developing observational drawings.</p> <p>They can watch YouTube videos that explain and demonstrate how to draw individual facial features.</p>								

Computing

Topics Taught:	Computer hardware
Learning Outcomes:	Identify the purpose of the CPU. Describe the difference between RAM and ROM. Describe the difference between the three types of storage.
Homework:	Research task investigating several input and output devices as well as an in-depth look at the purpose of a GPU.
Assessment:	Multiple choice assessment. Creation of a computer system to meet the requirements of a client brief.
How I can support my child:	Encourage students to watch knowledge videos on Microsoft OneNote and read attached key information. This could be used to create flash cards for testing.

Design Technology

Students will study Dt & Engineering for half the year and Food Technology for the other.

Topics Taught:	DT/Engineering Mini Light/Night Light/Charging Chair
Learning Outcomes:	<p><u>Mini Light</u> To develop students' understanding of logos and packaging.</p> <p>To develop students' ability to use existing products to inspire design.</p> <p>To develop students' ability to design in 2D and use 2D Design.</p> <p>To develop students' modelling skills.</p> <p>To develop students' ability to evaluate.</p> <p><u>Night Light</u> To introduce students to the basic principles of electricity – current, voltage etc.</p> <p>To develop students' understanding of how developments in electronics can impact everyday life.</p> <p>To introduce students to a range of basic components and the soldering process.</p> <p><u>Charging Chair</u> To introduce students to several new materials, tools, equipment and machinery used in the workshop and reinforce their understanding of those used previously.</p> <p>To develop students' ability to evaluate their work and what they have learnt.</p>
Homework:	A range of quizzes to be completed using Microsoft Forms via Teams.
Assessment:	Four 'Key Tasks' which assess students' ability to design, make and evaluate, in addition to their technical understanding of the topics covered.
How I can support my child:	Discuss your child's homework tasks and help them with any issues that they find.

Topics Taught:	Food Technology Skills for Life
Learning Outcomes:	<p>To introduce students' to key nutritional aspects of food, including micro-nutrients and macro nutrients.</p> <p>To develop an understanding of the purpose and functions of ingredients.</p> <p>To introduce how to produce design ideas for modified recipes and dishes.</p>

	To develop practical skills by cooking a range of more complex savoury and sweet dishes and use a range of cooking techniques, including applying heat and electrical equipment.
Homework:	A range of quizzes to be completed using Microsoft Forms via Teams.
Assessment:	Four 'Key Tasks' which assess students' ability to design, make and evaluate, in addition to their technical understanding of the topics covered.
How I can support my child:	Encourage your child to cook at home.

English

Topics Taught:	Dystopian Literature including the whole text study of Suzanne Collins's 'The Hunger Games'.
Learning Outcomes:	<p>An understanding of a wide selection of dystopian texts including: Noughts and Crosses, 1984, I Am Legend, The Bees and Dr Who in addition to 'The Hunger Games'.</p> <p>Students will develop their reading skills including how to deconstruct, analyse and write critically about texts, using a wide range of apt evidence.</p> <p>Development of writing and grammar skills with opportunities to challenge and improve their writing styles and techniques especially focusing on the styles adopted in dystopian texts.</p>
Homework:	One hour of reading will be set for English per week using the online programme Reading Plus. Students will log-in and complete the reading and vocabulary tasks, working at their own pace and suitable time slots.
Assessment:	Dystopian Literature end of half term writing assessment. Weekly spelling and vocabulary checks.
How I can support my child:	Utilise the Dystopian Literature Knowledge Organisers to support understanding of key vocabulary, themes and key knowledge. Support with reading: Student's library book and via Reading Plus.

Geography

Topics Taught:	Ecosystems
Learning Outcomes:	<p>Students will investigation the location of the major biomes.</p> <p>Students will for the following biomes explore the climate, plant and animal adaptations, threats to the ecosystem and how it could be managed;</p> <ol style="list-style-type: none"> 1) Hot desert 2) Tropical Rainforest 3) Savanna

	<p>4) Coral Reef</p> <p>Students will also investigate the impact of tourism on each ecosystem,</p>
Homework:	<p>Key words</p> <p>Go to your local park or nature/wildlife reserve; use (signposted) websites to identify the producers, consumers and decomposers. Inspire research tasks.</p>
Assessment:	<p>Mid-point assessment to focus on substantive knowledge – key vocabulary, models, naming features and completing diagrams. Spelling test on key words set for homework.</p>
How I can support my child:	<p>Encourage students to access the read and watch lists</p> <p>Encourage students to complete the optional additional challenge homework.</p> <p>Ask students to explain which plants and animals have adapted to different ecosystems.</p>

History

Topics Taught:	<p>How did Tudor rule affect people's lives?</p> <p>Reformation to Spanish Armada.</p> <p>When and why did Kings lose and regain power?</p> <p>The English Civil War</p>
Learning Outcomes:	<p>Make increasingly confident use of sources and use those sources to answer questions about levels of change over arches of time.</p> <p>Develop skills of source analysis with particular focus on evaluating historical interpretations.</p> <p>Further develop skills of extended writing with focus on using more detailed evidence to support a line of argument and reach clear substantiated judgements.</p> <p>Apply greater detailed knowledge and key language when answering questions which relate to second order concepts such as cause and consequence, change and continuity, as well as developing analytical skills in terms of positive and negative impact across the short and longer arches of time.</p>
Homework:	<p>Research, Key words, The key paragraphs.</p>
Assessment:	<p>Quiz, interpretation question (Was Oliver Cromwell a hero or a villain?)</p>
How I can support my child:	<p>Check and test key word spellings, encourage use of read and watch list.</p>

Maths

Topics Taught:	<p>Angles</p> <p>Algebraic graphs</p> <p>Transformations</p> <p>Pythagoras</p>
Learning Outcomes:	<p>Students continue to build upon their knowledge of all areas of Mathematics from their work in Year 7 by facing more demanding strategies to solve problems in the topics stated below.</p> <p>Building upon core methods, the development of fluency, reasoning and problem solving is again structured into every topic area.</p> <p>Clear written methods and good number skills are expected in every topic and students are expected to be able to link different areas of the subject to help solve problems with algebra now embedded throughout all topics.</p>
Homework:	<p>Compulsory homework is set weekly on Sparx giving students further practise of work covered in class as well as revisiting areas from earlier in the curriculum; these tasks will take up to one hour.</p> <p>There are extra tasks if your child would like to develop further and achieve additional green clicks on ClassCharts. Your child needs to use their homework book to write bookwork codes, workings and answers.</p> <p>Homework is tailored to your child's ability level. The deadline for all homework is <u>Wednesday</u> for every student. Emails are sent automatically to parents/guardians.</p>
Assessment:	Weekly homework tasks and assessments towards the end of each half term.
How I can support my child:	Encourage and support your child to complete their homework tasks to the best of their ability, this may involve watching help videos, making notes and having multiple attempts at a question.

Music

Topics Taught:	'Musical ABCs' – learning how to read music from staff notation and perform music on the keyboards.
Learning Outcomes:	<p>To develop knowledge about how to read music using staff notation by learning the notes that use the treble clef.</p> <p>Developing knowledge about the keyboard by learning the location of the notes.</p> <p>Being able to perform from staff notation on the keyboards.</p>

Homework:	Rhythm writing (to unlock the relevant knowledge from Year 7 to assist with this topic) Note names (treble clef notation)
Assessment:	Ongoing individual teacher assessments will take place throughout the lessons to ensure students are making progress throughout the different steps. These include checking the understanding of notation, ability to read the musical notes, improved fluency when performing, accuracy of pitch and rhythm, ability to perform with 2 hands.
How I can support my child:	Opportunity to watch any live musical performance. Watching online lessons on YouTube for keyboard/piano.

Physical Education

Topics Taught:	Football Handball Netball
Learning Outcomes:	<u>Football</u> - Broaden and develop the range of skills used in a competitive match and know how and when to use attacking and defensive tactics effectively. <u>Handball</u> – Broaden and develop the range of skills used in a competitive match and know how and when to use attacking and defensive tactics effectively. <u>Netball</u> – Broaden and develop the range of skills used in a competitive match, including defending, dodging, and shooting. Know how and when to use attacking and defensive tactics effectively.
Homework:	Students are encouraged to participate in up to an extra 30 minutes of physical activity in their own time each week. This could be as simple as going for a family walk, going on a bike ride or playing Football in the park. Where possible, students should email evidence of this to the PE Department. This could be in the form of photos, a screen shot of daily steps, results on websites from a competition.
Assessment:	Students are assessed against the Non-Negotiable Knowledge for each sporting activity. Students are then awarded a criterion of Secured, Developing or Emerging in line with the whole school system, against the Non-Negotiable Knowledge.
How I can support my child:	Check understanding of rules / laws of the game and scoring systems. Encourage watching live sporting events. Encourage the reading of sport articles.

	<p>Promote physical activity at home.</p> <p>Participate in physical activities with your child.</p>
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PSHCE

What is PSHCE?	<p>PSHCE stands for Personal, Social, Health and Citizenship Education.</p> <p>Our PSHCE curriculum aims to develop skills and attributes such as resilience, self-esteem, risk-management, team working and critical thinking whilst giving students opportunities to develop their understanding of democracy and justice, rights and responsibilities and identities and diversity.</p> <p>To embrace the challenges of creating a happy and successful adult life, students need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Students can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts.</p> <p>Everyone faces difficult situations in their lives. PSHCE can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.</p>
Learning Outcomes:	<p>We use a spiral curriculum in PSHCE. This means that students revisit the same key themes of Being Me, Relationships, Risk, Health, Diversity and the Wider World in an age and stage appropriate way each year.</p> <p>This half term students will be looking at the theme 'Being Me'. You can find out more about our PSHCE curriculum learning journey on the school website.</p>
Assessment:	<p>Students complete a baseline assessment at the start of each topic. This shows the teacher what their current understanding of an issue is. At the end of the topic, the students revisit this baseline and demonstrate what they have learnt and more importantly explain how they can use what they have learnt.</p>
How I can support my child:	<p>We know it can be difficult to have conversations about PSHCE topics with your child. To support you, we have Safe Media lists on our school website. These lists are suggestions of clips you could watch with your child to prompt discussion. We also signpost a range of services and organisations which can help.</p> <p>If you need any further support or have any questions, then please get in touch with your child's Head of Year.</p>

Religious Studies

Topics Taught:	This term our big question is 'What does it mean to be Jewish?' We will be looking at key beliefs in the Jewish faith as well as different ways these beliefs might be interpreted.
Learning Outcomes:	Jewish beliefs about God, Moses and Abraham. Concept of the covenant and impact on faith
Homework:	Homework focusses on key vocabulary. Students are given a set of words to learn and are tested the following lesson. Students will receive a small quiz book which they will complete this (and other short quizzes) in throughout the year. They will bring this home with them every week.
Assessment:	Students complete assessed questions once every half term. We use an assessment strategy which focusses on reducing cognitive leading to support students who feel anxious about assessments.
How I can support my child:	Help to quiz them on their key vocabulary and check their Quiz book each week to see how they are doing. Some weeks they will be asked to get the book signed as proof that they have shared their work with you.

Science

Topics Taught:	Science Lab Licence Food and Nutrition
Learning Outcomes:	How do we stay safe in the Science lab? What do hazard symbols tell us? What equipment is used in the Science lab? How do we produce scientific drawings of lab equipment? How do we light a Bunsen burner? How do we use a Bunsen burner safely? How do we follow a scientific method? How do we write a concise method? How do we plan a practical investigation? What is in the food that we eat? How does our body use the nutrients in our food? What diseases can be caused by poor nutrition?

	<p>How can we determine the energy in our food?</p> <p>How does our digestive system work?</p>
Homework:	<p>Steps to Science Success: Lab licence</p> <p>Lab safety poster</p> <p>Educake retrieval tasks</p> <p>Steps to Science Success: Cells</p>
Assessment:	<p>Science introduction assessment</p> <p>Food and Nutrition end of unit assessment</p>
How I can support my child:	<p>Discuss your child's Homework tasks and help them with any issues that they find.</p> <p>Ask for a description of the learning outcomes covered within Science lessons.</p>

Spanish

Topics Taught:	Stage 4 (see Learning Journey on school website)
Learning Outcomes:	<p>To be able to confidently communicate and understand information from others.</p> <p>What did you do during the summer?</p> <p>What was the best/worst thing about your holiday?</p> <p>Describe a past holiday (including your opinions with reasons).</p> <p>What is the town/country/place like?</p> <p>What can you do there?</p> <p>What is the best/worst thing about the town/country/place?</p>
Homework:	Vocabulary practice published on ClassCharts every two weeks.
Assessment:	Listening/Reading/Speaking/Writing
How I can support my child:	Encourage him/her to engage with the homework tasks.

Important Dates

As Year 8 students continue their journey with us at Hurworth School, we felt it would be of benefit to parents/carers to be aware of important dates that have been scheduled into our school calendar. This includes dates of exams and progress review dates, when parents/carers should expect information to be published regarding their child's progress and progress review evenings, which are an opportunity for parents/carers to meet class teachers and discuss the progress of their child.

Date	Event
Week beginning Monday 11 th December	Progress review information published - Autumn
Week beginning Monday 15 th February	Year 8 Core exams
Week beginning Monday 15 th April	Progress review information published - Spring
Tuesday 26 th March	Year 8 Parents Evening
Week beginning Monday 2 nd July	Progress review information published - Summer

Please note: your child's Head of Year will be in contact with you throughout the academic year should this be necessary. Please do not hesitate to contact them should you have any queries or concerns with regard to your child.