

## Summer 2 Subject Information

### Year 8

<b>English</b>	<p>Students will continue their study of Shakespeare's 'Romeo and Juliet' through key scenes and extracts that deal with the complex nature of familial and romantic relationships. Students are encouraged to engage with their emotions, thoughts and feelings, and will be guided to respond to this with their own ideas and advice, supported by their teachers and peers.</p> <p>Each lesson will explore how Shakespeare portrays human interactions and explore the motives behind characters' behaviour. This scheme of learning also aims to build on skills of the analysis of language, structure and form that students initially encountered in their study of 'The Tempest' from Year 7. Students will have been exposed to the challenging nature of the language through the decoding aspect of 'The Tempest' and this will be revisited in 'Romeo and Juliet', returning to key Shakespearean vocabulary. There are plenty of opportunities for creative writing throughout the scheme, particularly empathetic writing from the perspectives of the characters. The assessed piece for this half term will be a reading response, focusing on how Shakespeare portrays the relationship between Romeo and Juliet.</p> <p><i>Please note that the themes of suicide in 'Romeo and Juliet' will be approached sensitively, using CAMHS guidance. If you have any concerns, please contact your son/daughter's teacher.</i></p>
<b>Maths</b>	<p>Students will complete modules on fractions, decimals, percentages, ratio and proportion as well as equations and formulae, similar shapes and scale drawing.</p>
<b>Science</b>	<p>Students will be completing the following units:</p> <ul style="list-style-type: none"> <li>- Energy 2 Heating and cooling</li> <li>- Ecosystems 2 Photosynthesis</li> <li>- Reactions 2 Chemical change</li> <li>- Genes 2 Evolution</li> </ul> <p>In addition, some classes will complete the Reading in science module looking at Human 2.0.</p>
<b>Education for Life</b>	<p>Year 8: Citizenship - British Values</p> <p>In this unit students will explore different types of government with a focus on the difference between a democracy and a dictatorship. We will look at how Parliament works in Britain, including how MPs are elected. Students will also look at how they can get their voice heard and have a say and explore the difference between violent and nonviolent protest. It will encourage them to think of how they can have a say in their local community by creating their own campaign.</p>
<b>Art</b>	<p>In the final part of the term the knowledge, skills and understanding are brought together as students create a final water colour painting that demonstrates their understanding of successful landscape composition. The final outcome also enables</p>

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	students to demonstrate their skills when painting utilising a range of techniques and of course colour theory
<b>Dance</b>	Emancipation of Expressionism - Students will be analysing multiple sections of Emancipation of Expressionism developing their choreographic skills using a range of dance actions and devices to create this. In addition students will be developing their performance skills by learning key repertoire inspired from the piece in a Hip Hop style.
<b>Design Technology</b>	Timbers - Students are designing and making a wooden mechanical pull along toy. Textiles - Students are designing and making a plush toy. Mixed materials - Students will be designing and making a mood lamp.
<b>Drama</b>	Students will be completing their "Teechers" assessments. Then will then explore the genre of Murder Mystery. Creating their very own "who done it" piece of theatre.
<b>Food and Nutrition</b>	Students will start to consider the factors which influence their food choice and how this varies across age groups, cultures and religion.
<b>Geography</b>	Students begin their scheme of work on 'Conflict'- a bespoke unit of work which has been designed to make students aware of wider world issues. Students explore what conflict is, and why countries may experience conflict before we explore piracy in Somalia.
<b>History</b>	Year 8 students are exploring the Holocaust in history, gaining insight into one of the darkest periods of the 20th century. Through discussions, primary sources, and survivor testimonies, they are learning about the causes, impact, and lasting lessons of this tragic event. This unit encourages critical thinking, empathy, and a deeper understanding of human rights and history.
<b>IT</b>	Students will be finishing their project involving them creating their own comic and in addition, will doing e-safety work linked to national stop cyberbullying initiatives
<b>MFL (French, German or Spanish)</b>	Students will continue to practise how to use the present, past and future tenses as well as express and justify opinions. They will also research places and famous people from where the language is spoken.
<b>Music</b>	Students in the traditional music classroom will be doing paired/group performance based on a song of their choice. Students in the digital media suite will be creating club dance remixes on the computers.
<b>RE</b>	Explores our philosophical infused topic of 'Does God Exist'. Students need to think carefully about their viewpoints, look at evidence and think critically about what they have learnt over their KS3 journey to help them to tackle these conversations and sensitive debates.
<b>PE</b>	This summer term will be about the development from last summer still focusing on the same 3 games sports, this year will now look to develop tactical understanding

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	as well as progression of skills in sports tennis, cricket and Rounders. In athletics they will now progress onto the full distances on the running track with the same events you would likely see in the Olympics rather than the scaled distances from year 7.
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