



Sutton Coldfield Grammar School for Students Year 8 Curriculum Map: Autumn Term 2019



The purpose of this curriculum map is to give you a general outline of what your daughter is learning in school during this term. We are hoping that this will allow you to support your daughter more effectively in her studies and further enable you to have an open dialogue about learning with your daughter. Each department has made suggestions as to activities that will further support learning in their subject “outside the curriculum”.

Subject	What we learn	Outside the Curriculum
<b>Art</b>	During this term students will study Portraiture. During the project they will develop skills in observational drawing and reinforce understanding of the visual elements. Students will also develop their knowledge about several well-known artists. At the end of the project students will have produced four detailed drawings/paintings of the face and found relevant research on the selected artists.	Visit Birmingham Museum and Art Gallery or another gallery that has a selection of portraiture and identify artists and art movements that you personally like. Use the annotation sheet that has been used in class to analyse the work to extend your knowledge.
<b>Design &amp; Technology</b>	In <b>Resistant Materials</b> : Introduction to CAD & CAM. Students work to design and manufacture a product which could be sold by a charity to help raise funds. They use inspirational images from other designers’ work to inspire their own creativity. The product to be produced this term is a hand held maze game. In <b>Food and Nutrition</b> : Looking at staple foods and the functions of ingredients focussing on bread and pastry making skills. Development and analysis of existing products to establish consumer preferences to enable the manufacture of a new product. In <b>Textiles</b> : Design and manufacture an embellished cushion for a specialised client. This will include such techniques as appliqué, decorative machine embroidery and a variety of other forms of embellishment.	Look at two of the following designers’ work to help inspire your own work - Marcel Breuer, Le Corbusier, Arne Jacobsen, Ettore Sottsass, Clarice Cliff, Verner Panton, Frank Lloyd Wright, the Alessi family and William Morris.  For Food Technology – why not try making bread together at home? It’s fun and easy.  Travel through time at the Museum of Costume and Textiles in Nottingham. (Free Entry)
<b>English</b>	This term introduces students to the study of English language change. We trace back to our Saxon origins and explore how and why the English language has developed in the ways it has. Students will be encouraged to consider key texts including Beowulf, The Canterbury Tales, Mort D’Arthur, a Shakespearean sonnet as well as extracts from Jane Austen and Charles Dickens. The unit culminates in a written piece discussing whether or not technology is having a detrimental impact on today’s use of English.	Students could extend their knowledge by accessing articles such as <i>How the Internet is Changing Language</i> ( <a href="http://www.bbc.co.uk/news/technology-10971949">http://www.bbc.co.uk/news/technology-10971949</a> ) or trying out the Interactive study of English at: <a href="http://www.bbc.co.uk/history/interactive/timelines/language_timeline/index.shtml">http://www.bbc.co.uk/history/interactive/timelines/language_timeline/index.shtml</a> Students should continue to develop their wider reading, making use of library resources both in and out of school.
<b>Drama</b>	In Drama lessons this term students will learn how to use a range of semiotics and conventions to communicate meaning to an audience. They will bring to life key extracts from plays in a ‘Page to Stage’ unit and they will explore characterisation, plot, the different types of staging, set design, lighting and sound effects and the impact these will have on their performance.	Visit the Midlands Art Centre which frequently has interactive exhibitions or drama workshops. The Royal Shakespeare Company often runs free workshops during school holidays which can be good taster sessions for everyone from beginners to experienced performers. Go to local theatres such as Birmingham Rep/Library Theatre/Hippodrome/Lichfield Garrick which offer excellent performances all year round.
<b>French</b>	<b>Expo 2 Module 1</b> : Talking about families; talking about jobs people do; talking about where people live; describing weather; using –ER, -IR and –RE verbs; describing a typical day.	Complete <i>Ecoute et parle</i> independent study material on VLE. Use online website such as <a href="http://www.linguascope.com">www.linguascope.com</a> to revise and extend key vocabulary and <a href="http://www.languagesonline.org.uk">www.languagesonline.org.uk</a> to practise present tense verbs. Continue corresponding with Year 7 French pen friends.
<b>Geography</b>	Our focus in the first term is Population Geography. Unit 1 ‘People Everywhere’ is an overview of current population issues including; population density and distribution, birth and death rates in contrasting locations worldwide, census information, migration and current population issues in the news. Towards the end of the first term studies in Geography move on to ‘Coasts’. In this unit we explore coastal processes, landforms and coastal management.	Population issues are newsworthy on a daily basis. It is important to keep an eye out for interesting and up to date articles and TV programmes. When travelling from place to place it is useful to identify different trends in population characteristics and compare and contrast locations. It would also be beneficial to study the neighbourhood statistics website ( <a href="http://www.neighbourhood.statistics.gov.uk">www.neighbourhood.statistics.gov.uk</a> ) to analyse recent census detail. Vacations may play an important role in identifying coastal features and processes.
<b>History</b>	The focus in History will be ‘Slavery and Civil Rights’. We will find out how and why African people were enslaved, what it was like on the plantations and how slaves won their freedom. We will also consider how Civil Rights developed in the USA during the 1950s and 1960s.	Students can read the recommended books on their overview sheets to widen their knowledge of the topic. For example read ‘The Help’ by Kathryn Stockett or the ‘The Secret Life of Bees’ by Sue Monk Kidd. Both are fantastic stories that will help you understand what it was like to live in a country where you were separated by the colour of your skin.

Subject	What we learn	Outside the Curriculum
<b>Computing</b>	<p><b>Unit: Understanding Computers</b> . This is a theoretical unit covering the basic principles of computer architecture and use of binary. Students will revise some of the theory on input and output covered in previous learning and continue to look at the Input-Process-Output sequence and the Fetch-Decode-Execute cycle through practical activities. Students will then look at some simple binary to decimal conversion and vice versa, and learn how text characters are represented using the ASCII code. This will be followed by some simple binary addition. Students will look more in depth at how storage devices store or represent data using binary patterns. A final lesson covers the history and development of communication and technology, and some of its applications.</p> <p><b>Unit Programming - Python</b>. This unit of work introduces text based programming. Students will be writing their own programs; using programming techniques; if statements, conditional loops and finding and correcting simple semantic errors ie. debugging, in programs.</p>	<p><a href="http://www.Bitesize/computer">www.Bitesize/computer</a> science has topics and end of unit tests.</p>
<b>Mathematics</b>	<p>In Year 8 we learn about Pythagoras' theorem and its applications. In number we will look at both standard form and time calculations, including use of the calculator for these. In algebra, we will further our solving of equations by looking at cross-multiplication. We will extend our knowledge of expanding and factorising into double brackets and begin to rearrange a variety of formulae. In probability, we look at set notation and Venn diagrams. In geometry, we will look at the circle, its area and circumference and extend to look at the surface area and volume of cylinders.</p>	<p>Mymaths.co.uk has lessons on all of the topics, as well as puzzles, games and extension materials. (Students have been issued the current password by their Maths teachers). Dr. Frost and Corbett Maths provide extra practice and challenge. Have a look at nrich for more demanding puzzles.</p>
<b>Music</b>	<p>In Music we will be exploring the Music of Latin America in the first half term. Students will listen to examples of samba drumming from the Rio Carnival before performing a whole class samba using percussion. Students will then split off into small groups and compose their own samba, learning about syncopation and call + response. In the second half term students will study Fanfares; their purpose and construction. Students will compose their own fanfares and then develop these into larger group compositions.</p>	<ul style="list-style-type: none"> <li>• Join an extra-curricular Music activity within school</li> <li>• Consider buying a keyboard if you have not already got one at home</li> <li>• Try to attend a live performance of Music. Birmingham has a huge wealth of Music from different cultures and genres. <a href="http://www.thsh.co.uk">www.thsh.co.uk</a> will list all performance at Birmingham's Town Hall and Symphony Hall.</li> </ul>
<b>PE</b>	<p>The PE curriculum is broken down into four week blocks. In each block the students participate in a programme of study for one activity area. In the Autumn term students will take part in trampolining, dance, netball and hockey. Throughout each lesson the students will be developing their performance skills, fitness levels as well as their ability to officiate and lead. Students will also get the chance to take part in Indoor athletics and recording their results. This gives the students a first attempt at the events that they could get involved in for an inter school Indoor Athletics competition held early in the Spring term.</p>	<ul style="list-style-type: none"> <li>• Attend the extra-curricular sports fair at the beginning of the term to find out about clubs.</li> <li>• Look out for our extra-curricular activities weekly plan and join in some of the activities.</li> <li>• Research different sporting activities to try out in our area.</li> <li>• Learn the rules of Hockey and Netball</li> </ul>
<b>Religious Studies</b>	<p>In the first half term, students consider the person of Jesus and consider whether Jesus was the son of God, a rebel or a teacher. They investigate his parables, teachings, miracles and his death and resurrection as evidence to support their conclusions.</p> <p>In the second half term, students consider modern religious issues that are current and relevant to today's society. Issues studied in the past have been Christmas and whether its true meaning has been lost and Muslim dress codes.</p>	<p>Point out current religious issues in the news that may be relevant to your daughter. Encourage her to be observant of the world around her and to take note of religious issues and debates.</p>
<b>Science</b>	<p><b>Biology</b> Students study classification during the autumn term. Students learn how to classify organisms into groups and how populations can consist of herbivores, carnivores, predators and prey. Students then link these ideas to the idea of food chains and food webs and consider the impact that external factors can have on the numbers of organisms within a food web. Students will also study different groups of vertebrates.</p> <p><b>Chemistry</b> During the autumn term, students study chemical reactions. We look at what a chemical reaction actually is and how to recognise one. We then investigate reversible changes, chromatography and burning. We finally examine how chemical reactions can be useful to us and look at the possible causes of global warming.</p> <p><b>Physics</b> During the autumn term, students learn about space and gravity. We begin with the causes of days, nights and seasons, and the structure of our solar system. Students then go on to look at the causes of eclipses and the nature of comets. Next they will discuss the possibility of life on other planets and the challenges faced in space exploration.</p>	<p>Students could be encouraged to suggest food chains and webs that might exist in gardens/parkland in the local area. They could also be encouraged to examine the impact that local issues (building, crop spraying) may have upon the balance of numbers of organisms in the chain and how the other organisms adapt their habits to cope with this change.</p> <p>Chemical reactions are around us all the time. Students could be encouraged to identify chemical reactions that occur around the home and which are useful and which are not. How do we encourage the useful ones and how do we slow down or prevent the others? A discussion could take place on the idea of the causes of global warming.</p> <p>Students could be encouraged to sit outside on a clear night and examine the stars. Discuss what stars actually are and that some of the objects in the night sky are actually planets in our own solar system. The mobile phone app "Sky Map" allows students to point their phone at the sky and identify the objects that they can see.</p>
<b>Spanish</b>	<p><b>Claro 1 Units 1 &amp; 2:</b> Getting to know the Spanish-speaking countries of the world; giving basic greetings; introducing one another (name, age and birthday); understanding the alphabet; learning vocabulary for colours and classroom items; talking about family and pets.</p>	<p>Use the online websites <a href="http://www.kerboodle.com">www.kerboodle.com</a> and <a href="http://www.linguascope.com">www.linguascope.com</a> to practise reading and listening to the material learned in class. Outside of lessons, have a conversation in Spanish with friends from time to time. Purchase Spanish magazines through school.</p>