Y8 CURRICULUM GUIDE

DRIFFIELD
SCHOOL
& SIXTH FORM

Welcome

Our ambitious curriculum is designed to ensure that all students are able to thrive, both academically and personally, at Driffield School & Sixth Form. The Year 8 curriculum is knowledge-rich and aims to equip all of our students with the knowledge, skills and experiences that they need to be successful people and have better lives. This is underpinned by a culture that places a high value on literacy and vocabulary, which are both crucial to academic achievement, future learning and employment.

Students will develop independent learning, thinking skills, creativity and learner resilience through a wide variety of subjects and topics. Our Year 8 curriculum builds on the knowledge students have learnt in Year 7 and enables learners to gain the competences required to prepare them for the future GCSE and vocational curriculum requirements.

Students will also learn about the personal and social issues which challenge them as young adults in today's society. They will study an hour of APEX (Achieving Personal Excellence) per week and these lessons focus on aspects of personal, social, health and economic education. These lessons develop students' personal development alongside teaching them the importance of British values. APEX is designed to develop our students into thoughtful, responsible and informed members of the community who are prepared for life beyond school.

Staff Contacts:

APEX	Miss M Watt
Art	Miss E Appleby
Computing	Mr D Arrowsmith-Cooper
Design & Technology	Mr J Beasley-Hall
Drama	Mr A Colley
English	Dr K Compton
Geography	Mrs C Vicary
History	Mrs A Burnitt
Maths	Mrs C Hogben
Modern Foreign Languages	Miss A Ingham
Music	Mr B Couper
Physical Education	Mr A Duke
Religious Studies	Mrs L Corn
Science	Mrs R Backhouse

APEX

The APEX curriculum aims to develop students' personal development, alongside teaching the importance of British values. APEX is designed to develop our students into thoughtful, responsible and informed members of the community who are prepared for life beyond school. Students will explore how they can keep themselves safe and make considered choices about their personal development and well-being.

The APEX programme will have one dedicated hour per week in Year 8 which will focus on the following topics:

Autumn	Spring	Summer
Identity and Diversity Students will continue to learn about sense of self, own and others' identity as well as inequalities and injustices that happen in our society and the world.	**Relationships and Sex Education** Students will learn about the importance of consent in all types of relationships. They will discuss stigmas and pressures surrounding this unit.	**Healthy Living** Students will learn about mental health and the importance of balancing physical and mental well-being with the ability to perceive, judge everyday situations rationally and make sound decisions.
Careers and Finance Students will learn about their future prospects and potential careers and next steps. They will explore their skills as well as understanding the value of money and budgeting.	**Risk and Safety** Students will learn how to interact effectively with others by exploring all types of social media and how to keep safe when using these.	**Sustainability** Students will learn about the Sustainable Development Goals set out by the United Nations. They will work on a project designed to encourage others to live a more sustainable life. This project will link to the inequalities and injustice content covered earlier on in the year.

Our Year 8 Curriculum goals:

- To provide age appropriate PSHE (Personal, Social, Health, Economic) for our students so they can make safe and considered choices about their personal development and well-being
- To provide effective healthy lifestyle education to all students
- To make connections between their own lives and the wider world that we live in
- To prepare our students for the next steps in educational, training or employment pathways

Art and Design

Our Art and Design Curriculum identifies four core strands:

- Learning about artists, crafts, designers and working in their style
- Exploring ideas, experimenting and refining use of different media
- Recording observations, developing drawing skills, written communication and digital recording via cameras
- Resolving ideas, creating outcomes showing understanding of the visual elements

Knowledge taught in Year 8:

Autumn	Spring	Summer
Portraiture Students will begin by drawing the facial features using a variety of media and materials. They will develop their knowledge and understanding of the proportions of the human face and will complete a portrait drawing of someone who is inspirational to them.	**Development** Students will learn to present personal and meaningful responses making links with the artists that they have researched.	**Pattern, Texture and Marking** Researching and exploring the work of Ernst Haeckel, Vincent Scarpace and mandala Art. Experimenting and exploring pattern, texture as well as developing marking making techniques and processes.
Compositions Researching and exploring the work of Craig Redman, Mark Youd, Rosanna Jones, Kim Hamburg and Delia Martin. Using photography techniques and processes to create interesting compositions. Experimenting with collage, Photoshop, and clay techniques.	**Oceans** Students will develop their drawing skills through observational drawings of natural forms such as shells as well as sea creatures.	**Oceans continued...** Students will learn to present personal and meaningful responses making links with the artist based on the theme Oceans.

Students will develop their knowledge and understanding of the formal elements of Art: Line, tone, pattern, texture, shape, form and colour as well as developing their knowledge of different techniques and processes within Art, using a variety a media and materials.

How parents can help to support their child's learning:

- Encourage practising of the skills that they learn at school, particularly drawing skills.
- We provide opportunities for students to develop their work during lunchtimes and afterschool Art club. Students are encouraged to attend.
- We offer a range of materials and resources in school, however, providing access to watercolours, coloured pencils, fine liners and oil pastels at home will help your child to become more confident when using these materials.
- Art resource packs are available to purchase through the parent links section of our school

Computing

Knowledge taught in Year 8:

Autumn	Spring	Summer
Online Safety 2 **How can I protect myself when using the worldwide web?** Students will learn how to protect themselves while using social media, the nature of hacking and cyber attacks and the dangers of malware and social engineering.	**Digital Graphics** **How can I create and manipulate images and photographs?** Students will learn how to perform simple image editing and create composite images using existing graphics, text, filters and other special effects.	**Computer Science 2** **How can I understand what is happening while computer programs are running?** Students will learn about usinghexadecimal numbers, how logic is expressed using truth tables and logic gates and how computers use standard algorithms for working with data.
Programming 2 **How can I write a program to test primary school children on their 11 times table.** Students will learn how to use command sequencing, input, output, variables and selection (if statements) in the text based programming language Python.	**Spreadsheets** **How can I use a spreadsheet to organise and manipulate data?** Students will learn how to enter, format and display data using Microsoft Excel. They will also learn how to create automatic calculations using formulas and functions, and apply some conditional logic.	**Website Design** **How can I create a working website?** Students will learn about the principles of designing effective web pages, and how to use their designs to create simple sites using HTML and CSS, text, images and hyperlinks.

Main skills developed in Year 8:

- Spreadsheets and more advanced presentation skills
- Computer science vocabulary
- The principles of effective design
- Understand online risks and how to protect against them
- Basic programming techniques in Python
- How algorithms are created
- Use of standard sorting and searching algorithms
- Skills in HTML and CSS/Stylesheet

How parents can help to support their child's learning:

- Encourage practising the skills they learn at school, particularly learning to program.
- By downloading and installing the relevant software, which is freely available at no charge. Students will be given links to the sites where the software can be found, or to online alternatives where installing at home is not possible.
- Students will be set homework activities based around the vocabulary of Computer Science to support their development and progress.
- We provide access to computers for homework to be completed during lunchtimes and after school.

Design Technology

Design and Engineering/Food and Nutrition

As part of their Design and Technology studies, students will rotate between Design & Engineering and Food Preparation & Nutrition. Both versions of their schedule are below. Students will be informed of their sequence at the start of the year and should add it to their timetable.

Sequence 1:

Autumn	Spring	Summer
Using Timbers Students develop their knowledge and understanding of timber types and properties, whilst creating small trinket box using both natural and man-made timbers.	**Product Analysis and Disassembly** Students explore manufacturing considerations required in the development of products, using this knowledge to disassemble and analyse an existing product.	**Food Production** Students acquire a knowledge of food production, understanding the primary and secondary stages of processing food.
Sustainable Engineering Students explore the responsibilities of engineers and designers in the development of sustainable solutions, whilst developing an aerodynamic design for a solar powered vehicle.	**Macronutrients** Students develop an understanding of the functions, structures and main sources of macronutrients whilst building a wider range of practical skills.	**Functional and Chemical Properties of Nutrients** Students conduct a practical to gain an understanding of how different processes can affect the sensory properties and characteristics of food.

VERSION 2 - please see class rotation lists to identify relevant groups

Autumn	Spring	Summer
Macronutrients Students develop an understanding of the functions, structures and main sources of macronutrients whilst building a wider range of practical skills.	**Functional and Chemical Properties of Nutrients** Students conduct a practical to gain an understanding of how different processes can affect the sensory properties and characteristics of food.	**Sustainable Engineering** Students explore the responsibilities of engineers and designers in the development of sustainable solutions, whilst developing an aerodynamic design for a solar powered vehicle.
Food Production Students acquire a knowledge of food production, understanding the primary and secondary stages of processing food.	**Using Timbers** Students develop their knowledge and understanding of timber types and properties, whilst creating small trinket box using both natural and man-made timbers.	**Product Analysis and Disassembly** Students explore manufacturing considerations required in the development of products, using this knowledge to disassemble and analyse an existing product.

Design Technology

Design and Engineering

In Year 8, students develop their understanding of the wider issues faced by designers and engineers and further develop skills in producing prototypes. We complete three short projects, which build on the skills learnt in Year 7 and introduce new design considerations.

In the first project, students develop their knowledge of timbers and how natural and man-made materials can be used to produce a trinket box. We support this by introducing the origins and uses of different timbers. Students learn different methods of shaping timbers and finish their product to a high standard.

The second project focusses on a designer's responsibility towards sustainability and the environment. In creating a design for a solar powered buggy, students see how designers' choices might be influenced by biomimicry and aerodynamics. Students will model their designs and apply them to a solar powered buggy kit. Use of this kit also enables us to introduce the basics of systems, mechanisms and electronic assembly.

Finally, students will see how the analysis of existing products can influence a designer's choices. They will learn how different technical considerations must be applied to a product's design, including mass production techniques and the use of standard components. Students will have the opportunity to disassemble and analyse a torch, using similar methods to our Engineering Design students in Year 10 and 11.

Each project is completed for approximately half a term, over the first or second half of the year. Students will spend the alternate half of the year in food and nutrition.

Main skills developed in Year 8:

- Selecting appropriate materials for a product
- Using templates to mark out products
- Using a range of tools and equipment safely in the workshop
- Understanding the numerous responsibilities of a designer
- Taking inspiration from existing designs and nature
- Using design presentations skills
- Exploring industrial manufacturing methods
- Understanding of systems and mechanisms
- Understanding of how technical considerations affect design

How parents can help to support their child's learning:

- Encourage your child to complete homework to a high standard (including presentation) as this will support with tasks completed in lessons and assessments.
- Ask your child what they have been doing in D&T and encourage them to consider why they are doing this.

Design Technology

Food and Nutrition

The Year 8 Food and Nutrition curriculum aims to help students instil a passion for cooking and healthy eating. Students continue developing various culinary skills by creating increasingly challenging recipes which are nutritious and affordable.

Building on knowledge on diet and health taught in Year 7, we begin the course by looking at the functions, structures and main sources of macronutrients in our diet (protein, fats and carbohydrates). In between learning about these nutrients, we create a range of dishes aiming at equipping students with the knowledge and skills required to understand how to have a healthy and balanced diet in future life. In addition, students have greater autonomy in adapting recipe ingredients.

Firstly, we discover the ideal conditions for pathogenic bacteria to multiply. Knowing this information, we learn about ways to prevent the spread of pathogenic bacteria when storing, preparing, cooking, and reheating food.

Further on in the course, we acquire a knowledge of food production. We look at the primary and secondary stages involved in making staple foods. For example, students learn to make bread products from scratch. Students begin to learn about the function of ingredients in making these foods.

Towards the end of the course, we strengthen our understanding of macronutrients by investigating the functions of fats in shortbread.

Main skills developed in Year 8:

- An understanding of the functions, sources and molecular structures of macronutrients
- A wider range of food preparation skills, building on skills learned in Year 7
- Knowledge of primary and secondary food processes
- Understanding of how pathogenic bacteria multiply and how this can be prevented
- An understanding of the science behind why ingredients react in certain ways

How parents can help to support their child's learning:

- Ensure your child has the ingredients for practical lessons. These are available in student planners and will be assigned at least one week in advance. (Should your student miss a lesson, please encourage them to speak to their food technology teacher to identify any ingredients required by the next lesson.)
- Encourage your child to try new ingredients and foods when the opportunity presents itself.
- Encourage your child to help with preparing meals at home.
- Ensure your child brings a hair bobble to school for food lessons.

Drama

Knowledge taught in Year 8:

Autumn	Spring	Summer
Exploring Theatre Practitioners Students will explore political Drama based on the real life events of Derek Bentley, with a link to Bertolt Brecht.	**Interpreting a Script** Students will interpret the play Bang Out of Order exploring the issues of anti-social behaviour.	**Discovering Style and Genres 2** Students will create and perform in their own Silent Movies.
Discovering Styles and Genres 1 Students will explore the tragicomedy play Blood Brothers, with a focus on the political and social issues.	**Working from a Stimulus** Students will devise a piece of theatre exploring the mystery of Franklin's Castle, using a range of explorative strategies.	**Discovering Styles and Genres 3** Students will explore the genre Musical Production with a link to Little Shop of Horrors.

Students are developing their ability to do the following:

- Participate in practical exercises and assignments responsibly, confidently and effectively
- Explore and experiment in drama activities using a range of techniques, voices and movements
- Fulfil different roles and perform them in the class and as a group
- Explain their own and others' work, giving similarities and differences
- Identify their own successes
- Consider how drama is created, performed and seen

Each of the drama activities offers opportunities for students to develop their teamwork, focus, energy, imagination, narrative language skills, spontaneity, confidence and trust. Students can overcome inhibitions and build positive relationships: all of these are essential to future successes for life.

How parents can help to support their child's learning:

- Encourage your child to talk about what they did in their lessons, describing the characters they played and the situations their characters experienced.
- Watch a television drama together and discuss why the characters did what they did (motivation) and try to explain how the actors communicate what they are feeling (using their facial expressions and body language).
- Encourage your child to see live drama (school productions and showcases, local theatre productions).
- Encourage your child to attend our extra-curricular activities (lunchtime and after-school rehearsals and some weekends).

English

Knowledge taught in Year 8:

Autumn	Spring	Summer
Novel Study: Prince of Mist Students will understand how writers use mystery to entice readers with structural and literary devices.	**Reading: Shakespeare's A Midsummer Night's Dream** Students will understand Shakespeare's story-telling methods through the lens of comedy.	**Poetry: Rebels and Rule Breakers** Students will explore diverse poems written throughout history and modern day to bring about change.
Creative Writing: Detectives Students will recognise and use conventions and symbols of the detective genre.	**Creative Writing Endurance and Escapism** Students will explore stories of those who have experienced and overcome obstacles.	**Historical Fiction: Cane Warriors** Students will explore author's craft and narrative devices to support their own creative writing.

Our Year 8 curriculum goals:

- To promote a love of reading and a positive reading culture beyond the classroom
- To provide a language-rich environment that enables our students to access a wide range of literature
- To understand how writing can provide opportunities to protest, create humour or pathos
- To provide opportunities between our wider worlds through literature studied
- To seek to create an appreciation of how influential writers become successful
- To develop writing styles and to nurture creativity

How parents can support their child's learning:

- Encourage independent reading and reading for pleasure at home at least once a week.
- Encourage your child to review and redraft their written work for improved technical accuracy.
- Encourage your child to share their homework tasks with you and therefore check their own accuracy, presentation and depth before handing any homework in.

Geography

Knowledge taught in Year 8:

Autumn	Spring	Summer
Climate Change In this topic students will study the causes of both naturally occurring and human created climate change. They will also consider the impacts climate change is having upon different parts of the world. Finally, they will discover ways to help reduce climate change and its effects.	**Threats to our Oceans** In this topic students will begin to explore a range of threats including; plastic, oil spills, overfishing and climate change and consider how they are impacting our oceans at a global and local scale.	**Cold Environments** In this topic students will explore the cold environments of the world. Students will look at the challenges for both animals and humans to live in these cold environments. They will also consider energy available in these cold environments from renewable in Iceland to oil extraction in Alaska.
Settlement Students will investigate the growth of settlement to decide if more housing should be built. They will study Tokyo as a mega city and the issues it faces. They will learn what life is like in the slum settlement of Dharavi. Students will make decisions on the best ways to make cities more sustainable.	**Globalisation** Students will investigate globalisation through mapping global links and considering how our world has become more connected. The impacts of globalisation will be studied through case studies such as Nike in which students will consider how different parts of the world are connected by the manufacturing and selling of the brand.	

Main skills developed in Year 8:

- Investigation skills including analysing data, interpreting information, evaluating methods and forming conclusions
- Decision making and problem solving skills
- Interpret Ordnance Survey maps in the classroom and in the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs
- Use Geographical Information Systems (GIS) to view, analyse and interpret places and data
- Use fieldwork data in contrasting locations to analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information

How parents can help to support their child's learning:

- Ensure that your child is always equipped with a pen, pencil, ruler and three colours of highlighters.
- Encourage your child to complete their homework to the best of their ability.
- Encourage your child to take an interest in world events, watching the news or reading a newspaper or news website.

History

Knowledge taught in Year 8:

Autumn	Spring	Summer
Power and control: How was the power of the Crown challenged 1603-1750? Students will explore the challenge to authority that changed the way that England was ruled. They will look at James I, the English Civil War, Cromwell and restoration.	**Everyday Life: Did the Industrial Revolution change Britain for the better?** Britain changed beyond recognition in the years 1700-1900. Students will explore how life changed for people during the industrial revolution.	**How can protest lead to change? How was the Vote Won?** Students study different social groups who fought for the right to vote in the 19th and 20th centuries. This includes The Peterloo Massacre, Chartists and the Suffragettes.
What was Britain's role in the 'New World'? How and why did African people become enslaved? Students will study the exploration of the Americas and how this impacted upon the Indigenous People who lived there and began the Transatlantic slave trade.	**What was the experience of the people of the British Empire?** An enquiry into the formation and maintenance of the British Empire, including case studies of India and Africa.	**How can protest lead to change? The fight for Civil Rights** Students will explore how Civil Rights have developed since the 19th Century. The topic considers Britain and the USA and the development of civil rights for different social groups.

Main skills developed in Year 8:

- Chronology
- Organisation and communication skills
- Historical enquiry
- Structuring written work
- Interpretation and source work

How parents can support their child's learning:

- Encourage your child to watch the news and discuss it
- Encourage an interest in politics and democracy through discussion
- Encourage your child to read widely, including newspapers and websites
- Encourage your child to visit museums and historical sites

The following websites can help your son/daughter's learning at home:

www.bbc.co.uk/history
www.nationalarchives.gov.uk/education
www.historyonthenet.com
www.schoolhistory.co.uk

Maths

Knowledge taught in Year 8:

Autumn	Spring	Summer
Geometry and Measures Students start Year 8 looking at 3D shapes. They learn about properties of faces, edges and vertices before exploring volume and surface area work. The unit ends with work on compound measures such as speed and density.	**Angles and Construction** In this unit student will learn about a range of vocabulary and notation relating to angles. They will investigate angle properties and will be taught compass and ruler constructions. Students will also learn and then apply the 4 rules for congruent triangles.	**Ratio and Proportion** Students will start to work with direct and inverse proportion. This will link back to their graphs work as they recognise the graphical forms for proportion. They will also work with algebraic representations of the information given.
Sequences Students will be introduced to a range of mathematical sequences. They will learn how to generate terms in the sequence and how to describe the sequences in words as well as creating nth term rules.	**Coordinates and Graphs** This unit will extend students coordinate knowledge to explore straight-line graphs. They will learn about the gradient and y-intercept of lines. They will also plot and use non-linear graphs such as quadratics.	**Probability** Students will calculate the probability of events happening and use vocabulary relating to probability and chance. They will also be introduced to Venn diagrams.

Main skills developed in Year 8:

- To work in a logical way
- To show clear working
- To apply skills learnt to a variety of situations
- To learn key mathematical vocabulary
- To gain an appreciation of how maths can relate to problems and the wider curriculum
- To understand about measures and formulae used in maths as well as other subjects

How parents can help to support their child's learning:

- Talk to your child about angles and shapes you see around you.
- Look at different deals in shops to decide which is best value.
- Make sure your child has a working scientific calculator for all lessons.
- Encourage your child to show any working even if they are not sure that it is correct.
- Encourage your child to use notes in their book or mathswatch videos to help get a solution to homework questions when they are stuck.
- Encourage your child to talk you through work they have completed in class and to explain the steps and vocabulary used.

Modern Foreign Languages

Whether studying French or Spanish the knowledge taught in Year 8:

Autumn	Spring	Summer
Holidays Students will learn to describe a past holiday saying where they went, how they travelled and what activities they did there with a focus on verb forms in the past tense.	**Identity** Students will build on their knowledge of descriptions and now describe relationships as well as looking at celebrities.	**Healthy lifestyles** Students will talk about different types of food and mealtimes and describe their daily routine using reflexive verbs.
Holidays Students will continue on the theme of holidays, giving more detail and opinions before combining tenses to describe future holiday plans or ideal holidays.	**Festivals** Students will talk about celebrating special events and festivals exposing them to traditions in other countries.	**Healthy lifestyles** Students will learn about the body and illnesses and look at various sports or activities that keep people fit.

Main skills developed in Year 8:

- Further use of a bilingual dictionary
- Using the context to work out unknown words
- Developing extended opinions and giving reasons why
- Using sequencing and connectives to structure language more naturally
- Working from model texts and adapting examples
- Reading more challenging authentic texts in French and Spanish
- Developing listening skills and extracting key information from longer conversations
- Improved literacy through regular reading and writing
- Creative writing
- Verb manipulation and learning verb endings in three tenses
- Improving translation skills to incorporate three tenses and a wider range of vocabulary
- Developing skills to speak more spontaneously in French and Spanish
- Using authentic expressions to sound more natural
- Producing and understanding role-plays
- Learning key structures to talk about a photo
- Understand and use more target language in the classroom
- Improved self-correction of mistakes, with guidance

How parents can help to support their child's learning:

- Encourage vocabulary learning at home
- Encourage the use of websites (see below) to embed topic specific vocabulary
- Check pupil planners regularly to ensure you can see details of their homework

Modern Foreign Languages

Students will be set homework which could include vocabulary learning (meanings or spellings or both depending upon ability), research, worksheets, or use of websites to consolidate their learning. Vocabulary learning and revision is crucial for their progression in languages; using a 'little and often' approach ensures pupils know key vocabulary by heart thus increasing confidence and fluency. All students should listen to the target language used by their teachers and try to use some target language themselves in class (e.g. asking questions). We also encourage students to correct their own mistakes, with guidance, in order to strengthen their grammatical knowledge.

The following websites are recommended to help your child's learning:

- www.wordreference.com (an online dictionary)
- www.sentencebuilders.com
- https://uk.language-gym.com
- www.languagenut.com

Music

The Music curriculum is designed to provide students firm understanding of knowledge and skill across a broad selection of music topics. The topics promote literacy, music listening, strong communication, composing and creativity. The topics are sequential and build on knowledge so students can recognise music's significance in history, place and time. Students will also to become familiar of music styles from across the world and Europe.

The Music curriculum will have one dedicated hour per week in Year 8 which will focus on the following topics:

Autumn	Spring	Summer
Rhythms Around the World Students learn the art of Taiko drumming and using rhythms from Japan. They learn to work in teams and develop their accuracy and coordination to play in the style of Japanese drumming. Students also have opportunity to explore call and response rhythms using Djembe Drums.	**The Blues** Students learn the history and significance of Blues music from its origins on the plantations in the southern US states during the slave trade, to eventually its rise in popularity in the entertainment in Chicago. The students learn its vital role in the development of popular music.	**Arrangements. The Beatles and India** Students learn to play the ukulele and keyboard creating music for different occasions and audience types. Students learn about how arrangements of music can be created to suit different performance environments.

Main skills developed in Year 8:

- Build on the knowledge of romanticism from Year 7
- Learn specific vocabulary on melody, rhythm, harmony
- Building on the knowledge of African drumming and rock n roll, students will understand the development of blues that preceded rock n roll and its significance
- Explore improvisation and motif development
- Understand Indian music and its importance in popular music; specifically The Beatles
- Build on their expression and film knowledge, through exploring musicals and character development
- Understand the leitmotif in film and its importance in characters on stage
- Develop skills on African drumming
- Promote the importance of equality and diversity
- Discuss wider topics linked to music studied
- Develop skills on ukulele and other musical instruments

How parents can help to support their child's learning:

- Ensure that your child is always equipped with a pen, pencil and rubber
- Encourage the uptake of instrumental lessons
- Encourage your child to listen to lots of different styles of music at home
- Encourage your child to attend extra-curricular music activities

Physical Education

Knowledge taught in Year 8

Year 8 is a development of new and existing skills and builds on the progress made in Year 7. Every student at Driffield School receives the recommended two hours of physical activity per week. Each module of work is six lessons and is taught on a rotational basis to ensure all students have equal opportunities to experience activities. The strands of the curriculum are invasion, striking and fielding, net/wall games, athletics, gymnastics, fitness and swimming. We believe this meets the needs of all our students and encourages lifelong participation in sport.

During the winter period, inter-house activities are arranged to enable all to experience competition in a structured situation. The summer activities each receive a modular block depending on the length of the summer term. The activities are a mixture of physical education invasion, striking and fielding, net and wall games, fitness, swimming and gymnastics and are taught for six sessions before moving on to the next activity. Although we endeavour to teach all activities , there are occasions when the weather, staffing or facilities may cause an issue with the delivery of part of a unit of work and this may be changed for another activity.

Boys:

Autumn	Spring	Summer
Rugby, football, hockey, fitness, badminton, swimming and gymnastics		Cricket, athletics, softball and tennis

Girls:

Autumn	Spring	Summer
Netball, rugby, hockey, fitness, gymnastics, badminton, pickleball, swimming and football		Cricket, athletics, rounders and tennis

Throughout the winter, terms each pupil will experience extended aerobic activity through progressively longer runs appropriate to their ability.

Swimming groups will have a minimum of two teachers (plus lifeguard) to meet health and safety requirements. The lifeguard will be provided from the sports centre. The additional teacher will be provided by sports centre.

During lessons, practical skills are supported with theoretical physical education knowledge to equip students with the information needed to make the correct decisions regarding their health, fitness and wellbeing alongside a level of understanding that can lead to the uptake of GCSE Physical Education in KS4.

Physical Education

Main skills developed in Year 8:

- General gross and fine motor skills
- Analysing Performance (self & peers)
- Use of ICT in PE
- Techniques from a variety of sporting activities
- Rules and tactics
- Communication
- Teamwork
- Knowledge of different types of competition
- Knowledge of different training methods
- Further development of specific vocabulary for each activity including keywords

The department aims to enable students to:

- Develop knowledge and understanding of human performance through participation in a range of physical activities
- Acquire and develop a range of physical skills related to selected activities and a knowledge of safety relevant to these activities
- Develop a sound physical literacy with keywords and specific vocabulary to develop understanding of practical and theoretical elements
- Acquire the ability to plan, perform and evaluate through physical activity
- Develop an understanding of rules as they relate to different activities
- Develop an appreciation of the relationship between physical activity and general health
- Develop an enjoyment of participation in physical activity and an awareness of education for leisure
- Develop an awareness of aesthetic movement through a knowledge and understanding of movement skills
- Appreciate the significance of co-operation with others in both team and individual activities
- Appreciate the views and abilities of others
- Develop acceptable social and sporting attitudes

How parents can help to support their child's learning:

- Encourage an active healthy lifestyle and balanced diet
- Encourage your child to take part in extra-curricular activities (we provide a very extensive extra-curricular programme. Please see the extra-curricular timetable for more information)
- Encourage your child to take part in sporting activities outside school
- Encourage your child to be well organised regarding their PE kit
- Encourage your child to watch live sport and develop knowledge of tactics and rules

The following websites can help your child's learning:

- Relevant National Governing body websites e.g. www.thefa.com
- Follow the PE twitter account for updates from the PE Department @DriffieldPE
- www.teachpe.com

Religious Studies

Knowledge taught in Year 8:

Autumn	Spring	Summer
What does it mean to be Humanist? Students use their skills of Social Science to analyse why some people in the world choose to be Humanist.	**How do we challenge Prejudice?** Students continue to use their Worldview Lens to ask thought provoking questions about how we can challenge Prejudice in today's society.	**What happens when we die?** Students continue to be Philosophers in their own right to analyse possible religious and non-religious answers to the question of 'What happens when we die'?
How do we challenge Prejudice? Students use their Worldview Lens to ask thought provoking questions about how we can challenge Prejudice in today's society.	**What happens when we die?** One of life's Ultimate Questions! Students are Philosophers in their own right to analyse possible religious and non-religious answers to this question.	**Does God exist?** Students will use their skills as Philosophers, Theologians and Social Scientists to research why some people do and do not believe in God.

Main skills developed in Year 8:

- Describe key religious beliefs and apply them to real life ethical situations
- Explain the significance of religious beliefs and non-religious world views
- Understand religious practices
- Justify opinions about religious and moral issues
- Compare and contrast religious beliefs building on knowledge learnt in Year 7
- Develop organisation, communication and independent learning skills
- Develop empathy and respect
- Develop literacy skills

The aim of the social studies department is to provide students with opportunities to acquire the following skills and attributes:

- Knowledge about human societies and relationships
- Develop the ability to make informed and reasonable decisions for the public good as citizens of a culturally diverse, democratic society
- To be able to think reflectively and to identify, interpret, assess, evaluate, and draw conclusions regarding the continuing issues and problems which confront human societies

Religious Studies

RS lessons involve a range of activities, including independent and group work, problem solving and researching. In RS, students develop many different skills including interpreting texts, discussion and debate, as well as skills in team work and presentation.

Knowledge taught in Year 8: Religious Studies at Driffield School follows the guidelines set out in the East Riding Agreed Syllabus for Religious Studies which states:

"RS has an important part to play as part of a broad, balanced and coherent curriculum to which all students are entitled. RS subject matter gives particular opportunities to promote an ethos of respect for others, to challenge stereotypes and to build understanding of other cultures and beliefs. This contributes to promoting a positive and inclusive school ethos that champions democratic values and human rights."

In particular, RS:

- Helps promote fundamental 'British values' of tolerance towards others
- Provokes challenging questions about the meaning and purpose of life, beliefs, the self, issues of right and wrong, and what it means to be human
- Encourages students to explore their own beliefs (whether they are religious or nonreligious) in the light of what they learn
- Enables students to build their sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society
- Teaches students to develop respect for others including people with different faiths and beliefs, and helps to challenge prejudice
- Prompts students to consider their responsibilities to themselves and others, and to explore how they might contribute to their communities and to wider society. It encourages empathy, generosity and compassion.

How parents can help to support their child's learning:

- Ensure that all homework is completed on time
- Read through your child's exercise book and discuss targets that have been set
- Support your child in spelling keywords correctly which have been identified in their exercise book
- Encourage your child to watch the news and read newspapers and discuss religious and moral issues which they find interesting
- Encourage your child to consider the views of other people and to show empathy to others

The following websites can help your child's learning:

www.reonline.org.uk/ks3
www.bbc.co.uk/schools/websites/11_16/site/re.shtml
www.religiouseducation.co.uk
www.request.org

Science

Students will develop knowledge of the following scientific topics. These topics are taught on rotation throughout the year.

Biology:

Autumn	Spring	Summer
Human Body Students explore the skeletal, muscular and organ systems of the body to gain a deeper understanding of how the body works. They also look at the factors that affect our health.	**Photosynthesis and Respiration** Students learn about the processes of photosynthesis and respiration and how energy is transferred between organisms.	**Genetics and Evolution** Students investigate how traits are passed between generations and the different theories for how organisms change over time.

Chemistry:

Autumn	Spring	Summer
Acids and Alkalis Discovering the practical uses of acids and alkalis, as well as the way we categorise them.	**The Periodic Table** Exploring the development of one of the most fundamental parts of chemistry.	**The Earth and its Atmosphere** The Earth and its atmosphere are changing, but how were they formed? Students will explore their development as well as what we predict for the future.
	Chemical Reactions Practically exploring chemical reactions that occur in the world around us, gaining an understanding of what happens as well as the skill to use equations.	

Physics:

Autumn	Spring	Summer
Further Electricity This topic continues to build upon knowledge taught in Year 7. It is a practical based unit and will cover parallel circuits and electrical resistance.	**Forces and Motion** Students will experience a range of practical work in this topic including floating and sinking, pressure, levers and Newton's Laws. We also introduce some of the key equations of motion.	**Seeing & Hearing (continued)** This is a fascinating topic which studies how sounds are made and heard, how we see light and colours and the effects of mixing coloured lights.
Further Energy This topic starts to link the basics of Year 7 energy to energy bills and costs as well as renewable energy sources and wider issue with supplying enough energy for the world.	**Seeing & Hearing** This is a fascinating topic which studies how sounds are made and heard, how we see light and colours and the effects of mixing coloured lights.	

Science

Assessments are completed throughout the year. Students will do summary assessments within each topic, as well as an end of year assessment.

Main skills developed in Year 8:

- How to work safely within a science laboratory
- Identifying and analysing evidence to make conclusions
- Recording and presenting results accurately and in a useful way
- Developing key scientific vocabulary

How parents can help to support their child's learning:

- Encourage your child to share their homework tasks with you each week
- Homework will be set online via Sparx. All students will be issued with login details in September and homework is set weekly. This homework is personalised to each student.
- Encourage your child to revise for assessments and to use the strategies we are practising in lessons, such as flash cards. It would be helpful to use their flash cards to test them
- Encourage your child to record key words and their meanings in their planner and then quiz them on the key words and their meanings

DRIFFIELD
SCHOOL
& SIXTH FORM