



Sandbach High School

and Sixth Form College

Our Academy, Our Future

REPORT INFORMATION 2017

YEAR 8

COURSE CONTENT

ART

During the year, all Year eight pupils will develop work in two and three dimensions and be introduced to a variety of new materials and techniques, which build on the fundamental skills learnt in Year 7. Pupils will start by revisiting drawing techniques in order to refresh their knowledge and further develop their observational and recording skills.

Pupils will then be introduced to printmaking processes supported by thorough contextual research. Mono printing, etching and collagraphs will be explored and personal responses will be made through a process of design and experimentation.

Finally, working in clay and utilising their observational skills, students will design and create a more 3 dimensional piece, which explores and re interprets work from a variety of cultures.

COMPUTING

The government changes to the curriculum mean that the pupils will now be studying Computing alongside ICT. All pupils study Computing for one period per week. The pupils will be building on the knowledge that they have built in year 7 and progress into more complex theories. The year involves a mixture of computing and traditional ICT. The units:

- Hardware/Software – Pupils will be introduced to the internal components of a computer looking at hardware such as RAM, processors, motherboards, hard drives, etc. The students will also look at operating systems to build on their knowledge of software types.
- Website development – Pupils will learn HTML (the web programming language) and will produce web pages using basic code.
- Programming (using Scratch) – Pupils look at the 3 main principles of programming sequence, selection and iteration. They will look at simple linear programs and improve these by developing/designing simple algorithms.

COMPUTING - cont'd

- Spreadsheets – The pupils will build on their previous experience with spreadsheets and begin to learn more advanced formulas/functions such as if statements to solve problems in given scenarios.
- Control – Pupils will be taught input, decisions, outputs and will solve real life problems and develop systems for a lighthouse and car park.
- Binary – Building on previous knowledge, the pupils will look at binary code including conversions for 8 bit image (colour) storage and ASCII (letters, numbers and symbols).
- Searching and sorting algorithms – Pupils are shown that computers are not like humans and can only process one instruction at a given time. They look at different algorithms for searching and sorting data (such as brute force, bubble, selection, etc), looking at efficiency.
- ESafety – As in year 7, the students will recap on the importance of safety with technology, looking at social media and protecting personal data.

DANCE

Every pupil has one lesson of Dance during the two week timetable. In Year 8 the pupils are encouraged to build on the work covered last year and broaden their knowledge of performance, choreography and professional Dance. During the course of the year the pupils take part in workshops based on a variety of different themes. We have watched the professional Dance work 'Nutcracker' by Matthew Bourne, explored the quote ' Float like a butterfly, sting like a bee' and been inspired by Visual Art.

DESIGN & TECHNOLOGY

The work in this subject involves Design and Making tasks where pupils use a range of materials, equipment and ICT skills. The modules include Textiles (Introduction to SMART materials and e-textiles), Food (Development of high level culinary skills and nutrition), Engineering (Practical application of science and maths when making rocket powered car), Product Design (Introduction sustainability and environmental issues) and Graphic Design (Computer aided design project to design a pop-up book). Pupils learn to generate, develop and make their own design proposals, plan production schedules and evaluate their own work and the work of designers. Work is supported with ICT where appropriate. The report is based on the last completed module.

DRAMA

In Year 8 students will develop their ability to work with scripts, interpret stage directions and learn lines for a full performance of a play with props and costume. The girls will explore different genres of theatre, including devised and physical theatre, and learn about designing and directing. They will be assessed again in making, performing and responding, and begin to justify their creative work in terms of the purpose and desired audience response. Written evaluations will be assessed, as will rehearsals in lesson time. In Term 3 the girls will produce a piece of Theatre in Education for a target audience of Year 7 students, and with a specific purpose in mind. The projects undertaken are generally more extensive, and will draw on a range of issues that contribute to the girls' social, moral, spiritual and cultural education.

ENGLISH

In English, students will continue to develop the skills required for success at GCSE level through studying a wide range of engaging texts. Classes will be introduced to Shakespeare, studying *A Midsummer Night's Dream* or *Twelfth Night*. Students will also study both pre- and post-1900 poetry. Students will enjoy the chance to read and explore a modern novel such as *Holes* or *The Tulip Touch*. Students will also consolidate a range of writing styles such as writing to describe, to argue or to persuade. Finally, all students will use spoken language effectively to deliver a formal presentation.

FRENCH

Your daughter has completed her second year of French. The course has involved the use of the language in the following contexts: food, clothes and holidays. Over the course of the year, students have reinforced their knowledge of the present tense and near future tense as well as adjectival agreements and most students have studied the past tense.

GEOGRAPHY

The course over the year has covered the following topics: Green Living, Volcanoes and Earthquakes, and Fluvial Environments. These topics have involved a range of skills such as cartography, interpretation of images and graphs, and field work data collection. Formally assessed homework tasks have been set throughout the year, and together with end of unit tests, these have created a picture of the progress made.

HISTORY

Building on from Year 7, pupils will further enhance their historical skills in Year 8 by studying The Tudors and Stuarts. These topics allow pupils to develop their source analysis skills and their understanding of how the past has been interpreted by analysing a variety of sources on the Tudor and Stuart monarchs. Pupils investigate the English Civil War, exploring the extent to which one man had initiated England's only Civil War. They assess the impact of this interesting period in history. In the summer term, pupils will study how Britain was transformed during the Industrial Revolution and visit Blists Hill to discover what life was like during this era. They finish the year by completing an independent project on a time period of their choosing in the twentieth century. The focus on historical skills within these topics allows pupils to confidently analyse historical sources and gain an awareness of different ways the past has been interpreted.

MATHEMATICS

Sets S1 & B1 Since the last report the following topics have been covered: Calculations, index laws, surface area and volume of prisms, scatter diagrams, equations of straight lines, angles in polygons, averages from a table, estimation,

Sets S2, S3, B2 & B3 Since the last report the following topics have been covered: Calculations, simplifying expressions, circumference and area of circles, pie charts, scatter diagrams, HCF and LCM, sequences, graphs, angles, averages, rounding and estimating, fractions, linear equations, probability, ratio and expanding brackets.

Sets S4 & B4 Since the last report the following topics have been covered: Calculations, simplifying expressions, volume and surface area, data, HCF and LCM, negative numbers, sequences, angles, averages, percentages, decimals, linear equations, probability, ratio and expanding brackets.

MUSIC

Music in Year 8 strives to explore pupils' creativity and imaginations. Topics have an improvisational and compositional focus and we explore how music can be used to describe and communicate different things, moods and locations. Topics in Year 8 include Gamelan Music (Music of Indonesia), Blues Music, Musical Theatre and Instruments of the Orchestra. All topics explore the three main strands of composing, performing and listening. To help with this, pupils expand their instrumental performance knowledge to include performing on the ukulele.

PHYSICAL EDUCATION

During the year pupils have worked to improve their performance in a variety of different activities including games, gymnastics, swimming and health. They have had the opportunity to work individually, with a partner and as a member of a team and adopt a number of roles [captain/official/coach] aimed at improving their knowledge and understanding of different sports.

RELIGIOUS EDUCATION

This year students have compared scientific and religious views on how the world began and what it means to be 'moral.' They then explored the work of Martin Luther King and compared his beliefs to those of Malcolm X. We then moved on to study the Holocaust, and the impact of these events on faith. Lastly we have compared the Hindu and Sikh perspectives on the Just War Theory, looking at the work of Gandhi and the teachings of Guru Gobind Singh.

SCIENCE

Since September your daughter has been taught the following topics: digestion, circulatory system, microbes, light and sound, heating and cooling, rocks, chemical reactions and magnetism. 'Working Scientifically' skills are reinforced in all topics. Her current attainment level is an average of a variety of assessments taken during the year and her end of year exam.

SPANISH

Your daughter has completed her second year of Spanish. The course has involved the use of the language in the following contexts: food, clothes and holidays. Over the course of the year, students have reinforced their knowledge of the present tense and near future tense as well as adjectival agreements and most students have studied the past tense.