



Curriculum Overview
Year 8 AP+ (8A & 8M) Autumn Term
September - December 2020

Form/ Year Group / Section Events	Personal, Social, Health, Citizenship Education (PSHCE)	Computing
<p>* ALL EVENTS & TRIPS ARE SUBJECT TO CHANGE OR CANCELLATION DEPENDING ON THE WIDER SITUATION. Informal Parents' Evening: Tuesday 15th September. Abingdon Prep School Open Morning: Saturday 10th October.</p> <p>Half-term begins: Friday 16th October (4.10pm) Half-term ends: Sunday 1st November</p> <p>JPA Fireworks Evening: Friday 6th November. Year 8 Parents' Evening: Tuesday 17th November. Whole school Christmas Bazaar: Saturday 5th December. Whole School Christmas Carol Service: Tuesday 8th December. Term ends: Friday 11th December (12.00pm).</p>	<p>Pupils will consider the environment, looking at ways that it is being impacted by humans. They will consider ways that humans can be encouraged to look after the environment.</p> <p>They will consider credit and debt, understanding ways to avoid getting into debt with good financial choices. They will look at the dangers of high interest loans.</p> <p>Pupils will be introduced to public and private sector funding. They will learn how decisions are made about the allocation of funding for services.</p> <p>They will discuss the issues surrounding smoking and vaping; covering peer pressure and health consequences.</p> <p>They will also be developing skills to build resilience and emotional health.</p>	<p>Pupils will continue the work which they started towards the end of Year 7 in learning html (Hypertext Markup Language). They will use the knowledge and understanding that they acquire over the course of the term to start to create their own web pages to which they add multimedia content.</p>
English	Mathematics	Science
<p>This term the pupils will study the following topics: Reading: Pupils will learn to understand, analyse and evaluate meaning from a range of poetry and prose. Pupils will learn skills including: understanding and vocabulary; use of text to illustrate answers; drawing of inferences; evaluation of style, language and purpose; delivery of arguments based on material; awareness of how grammar, syntax and punctuation affect meaning and capacity to make comparisons and evaluate contrast. They will recognise and comment on the effectiveness of key literary features, such as: metaphor, simile, personification, symbol, irony, alliteration, assonance, rhyme, rhythm and metre. Writing: Pupils will study how to write for a practical purpose: to argue, persuade, explain, advise, and inform. They will also be given tasks which provoke imaginative, descriptive or narrative responses. In addition, there will be an opportunity to write about texts which pupils have studied in class or read for themselves. Studied literature: The main literary focus this term is on World War 1 poetry. Pupils will analyse a variety of poems, looking particularly closely at poetic devices, extended metaphors and speech. They will also learn to develop and express their own personal responses to the texts both in their writing and discussions in class.</p>	<p>This term the pupils will study the following topics: Number: The pupils will apply the four rules of number using integers, decimals, fractions and negative numbers and apply BIDMAS. They will learn to round answers to both decimal places and significant figures. They will calculate percentage increases and decreases and % change. They will explore the relationship between speed, distance and time and apply this to problems. They will use prime factorisation to find the HCF and LCM of two numbers. Algebra: The pupils will extend their knowledge of solving equations to include those containing brackets and fractions. They will simplify and factorise expressions. They will substitute positive and negative numbers into expressions and formulae. Shape and Space: They will recap the rotation, reflection and translation of shapes. They will learn to enlarge shapes with scale factors greater than and less than one. Data Handling: Interpreting and constructing frequency diagrams and pie charts. They will explore angle theory and look at angles in polygons. They will review probability and extend to probabilities of two events happening.</p>	<p>This term the boys will begin with Biology. The pupils will start by looking at variation and inheritance. Within this topic they will also learn how to classify organisms using keys. They will investigate the features of habitats and compare how the living organisms in them are adapted.</p> <p>They will also study the adaptation of plants and the biochemical processes of respiration and photosynthesis will be covered.</p> <p>This will be followed by the Physics topics of light and sound.</p> <p>They will then finish the term with Chemistry, studying the reactions of acids and alkalis, including the chemistry of limestone.</p>
Geography	History	Religious Education (RE)
<p>This unit further progresses pupil understanding of the distribution of earthquakes and volcanoes, the processes responsible for earthquake and volcanic events and the landforms associated with</p>	<p>This term the pupils will study several important topics related to Medieval History. Firstly, they will investigate the great friendship that developed between Henry II and Thomas Becket, before analysing</p>	<p>The pupils will commence their study of the Buddhist religion. Pupils will learn about the origins of Buddhism and of the life of its founder, Siddhartha Gotama. They will also learn about different</p>

<p>them. They will investigate current knowledge about the prediction, prevention and management of earthquakes and volcanoes and understand why people continue to live in hazardous zones. Pupils will locate the world's major earthquakes and volcanoes, explore the developing theories about plate tectonics and the causes behind these hazardous natural events, and develop an understanding of them. The timescales involved are immense and this makes elements of the topic difficult to imagine. Pupils will consider how our knowledge of plate tectonics has evolved, and how volcanologists, seismologists and other scientists conduct fieldwork to better understand the processes involved. This helps pupils to understand some of the ways knowledge about plate tectonics, earthquakes and volcanoes has been, and continues to be, developed and tested, rather than just presenting current knowledge as a complete understanding of the topic.</p> <p>Pupils will be provided with further opportunities to interpret a variety of maps, photographs and satellite images at different scales to understand associated landforms, mountain belts and the impacts of volcanoes and earthquakes.</p> <p>The pupils will also continue to develop their locational knowledge and map skills. There will be a focused assessment in map skills and on earthquakes and volcanoes at the right points of time during this unit.</p>	<p>how it broke down, eventually leading to Becket's murder. Pupils will investigate sources, looking for similarities and differences, with encouragement to scrutinise sources in the key areas of provenance and reliability. Pupils will study the main events in the reign of King John, including the signing of Magna Carta, and consider whether he really was a bad monarch. Towards the end of term pupils will investigate the causes and consequences of the great pestilence, which became known as the Black Death. They will investigate how attitudes changed, the position of the church and the winners and losers of the great pandemic.</p>	<p>Buddhist traditions and how these traditions put the teachings of Buddhism into practice. Other areas enquiry will include Buddhist festivals and beliefs about life after death.</p>
<p>French</p>	<p>Latin</p>	<p>Core Skills</p>
<p>The pupils return to some revision of tenses where they will be taught to talk about themselves and their family. Following on from this, there will be learning to discuss the media films and types of TV programmes. Pupils will also cover going out and meeting arrangements, performing plays to consolidate the vocabulary. Pupils will learn how to describe their characteristics and their hobbies and compare these with French children of their own age. The final topic of the term focuses on eating out in a restaurant and how to resolve any problems that may arise.</p> <p>Grammar focus Pupils will recap the past tense (passé composé) the immediate future, the imperative, as well as adjectival agreement and use of connectives</p>	<p>The pupils will continue with their study of the Latin language and culture in the Roman Empire. New areas of study will include the genitive and vocative cases and the use of imperatives. Pupils also learn about the ancient city of Alexandria and about pagan worship in Egypt.</p>	<p>Throughout the term pupils will cover the main areas of the Key Stage 3 spelling, grammar and punctuation program of study. This learning will be embedded within a comprehension focus using familiar texts during the first half term. This will be followed by a reinforcement study on poetry analysis techniques with a specific focus on The War Poets. This work will support their learning in English.</p>
<p>Art</p>	<p>Craft, Design Technology (CDT)</p>	<p>Performing Arts (Music & Drama)</p>
<p>Due to the Covid-19 pandemic we will begin with a 2 week 'Drawing Academy' programme, where pupils will explore a 'back to basics' in drawing and experimentation. Many pupils may feel anxious at having not sketched in some time. This opportunity will encourage their confidence in drawing. This term those pupils in the Year 8 Art set will study the following topics:</p> <p>Architecture: Structures Past, Present and Imaginary.</p> <p>Pupils will explore Architecture and its history through a specialist seminar delivered by an external Art historian, with regular contextual study sessions during lessons.</p> <p>Practical: They will explore man-made and natural structures, comparing their form, scale and aesthetic values, as well as architectural features such as bridges, columns and gargoyles.</p> <p>Architects and designers; Pupils will have the opportunity to research collaboratively and independently the work of John Piper, Escher, Jean Claude and Christo, Tim Steward, as well as renowned architects such as Frank Lloyd Wright and Zaha Hadid.</p>	<p>With the COVID restrictions in schools, the sharing of tools in the CDT room is not permissible until further notice and hence a changed CDT curriculum is in place..</p> <p>Pupils will undergo a series of STEM projects, being challenged to make structures such as bridges, catapults, and tall towers. A chair design project will be a highlight with work displayed in a collaborative way. Textile work will include weaving dream catchers and creating some optical illusions in negative form.</p> <p>Christmas craft activities will include a project on levers.</p>	<p>Minimalism - Students will be introduced to musical Minimalism, the components of minimalist music and compositional techniques. Pupils will learn how to notate and read repeated rhythms and pitch notation using treble clef. Students will develop their aural and analytical skills during the course, hoping to culminate in a differentiated performance of Terry Riley's <i>'In C'</i>.</p> <p>Performing Arts: Music - Pupils, with social distancing in place, will learn to sing a variety of songs in preparation for a digital rendition of the carol service.</p> <p>Drama - Pupils will explore the theme of fame. They will be looking at what it means, what fame can be like and improvising scenes based on this theme.</p> <p>Indian Music - Pupils will examine how music is used and performed in a non-Western culture. They will develop an awareness of the cultural and historical background of Indian</p>

<p>Media: Pupils will explore the following media with which to create both 2D and 3D responses to their research, for example, printmaking, clay, freestanding card sculpture, painting, drawing and mixed media collage.</p> <p>Painting/2D - Pupils will explore the work of painter L.S Lowry, renowned for his depictions of British historical architecture, evaluating the mood and feeling his compositions inspire.</p>		<p>music through listening and compositional tasks and learn about scales, improvisation and notation. Pupils will become aware of the terms raga and tala and know how these are constructed, composing and performing their own. Pupils will discriminate between Indian and other ethnic music and learn the names of common Indian musical instruments.</p> <p>Pupils will practise singing carols and perform in the carol concert.</p>
<p>Games</p>	<p>Physical Education (PE)</p>	<p>Swimming</p>
<p>Due to the Covid-19 pandemic, Cricket will be played during the 1st half of term. In this unit pupils will demonstrate consistency, timing and fluency in the execution of core skills for batting, bowling and fielding. Pupils will work on improving the skill of outwitting opponents as a batter and bowler. Development of decision making skills will be encouraged through game play. Pupils should independently be able to score and officiate cricket games. All pupils will participate in inter-house matches. During the 2nd half of term the major team sport will be Rugby. The pupils will develop their skills in the 13-a-side format through a combination of skills sessions and matches. They will learn safe and effective tackling techniques and scrummage in 6-man scrums. They will be taught how to ruck, maul, and place the ball appropriately in these situations. They will learn how to improve their support play, including their running with or without the ball. They will develop their positional play and respond to phases of play through 1st, 2nd, and 3rd phases. They will practise kicking. They will learn the differing roles of forwards and backs. They will be taught how to avoid infringements, start or restart the game, avoid becoming offside, and improve their knowledge of the principles of rugby and their tactical awareness. They will improve their decision making, in both attack and defence, and learn how to better use space.</p> <p>All pupils will participate in inter-house 7-a-side matches (Inter-school 13-a-side matches will be played subject to government advice) . At all times pupils will follow the RFU Continuum.</p>	<p>The focus for the first half of term will be on badminton and working on serve and rally techniques. The pupils will learn how to develop a rally in either a singles or doubles situation and move their opponent around the court with a variety of different shots. Following on from this handball will be introduced with passing and shooting skills covered.</p>	<p>This term the pupils will develop and be assessed in the following skills:</p> <p>Front Crawl – This will include developing their stamina, arm entry, leg kick, and breathing.</p> <p>Backstroke – They will practise their starts and learn how to improve the use of their legs and arms.</p> <p>The pupils will also have the opportunity to improve their race technique, including racing starts and racing in lengths. They will also develop their knowledge and understanding of the game of water polo through drills and practice sessions.</p>