



ABINGDON  
PREPARATORY SCHOOL

Curriculum Overview  
Year 8R Autumn Term  
September - December 2021

Form/ Year Group / Section Events	Academic Scholarship information: Key Dates
<p>Parents and Staff Drinks Evening: Friday 10<sup>th</sup> September. (18.45) Year 8 Residential Geography Field Trip to Swanage: Thursday 23<sup>rd</sup> (Leave at 07.00) - Friday 24<sup>th</sup> September (Return at 19.00) Abingdon Prep School Open Morning: Saturday 25<sup>th</sup> September (10.00) Year 8 Science Trip to Natural History Museum: Monday 4<sup>th</sup> October</p> <p>Half-term begins: Friday 15<sup>th</sup> October (4.10pm) Half-term ends: Sunday 31<sup>st</sup> October</p> <p>JPA Fireworks Evening: Friday 12<sup>th</sup> November. Year 8R Parents' Evening: Tuesday 16<sup>th</sup> November. Advanced Drama Performance: Tuesday 23<sup>rd</sup> November (17.00-17.30) Pupil flu immunisations: Thursday 2<sup>nd</sup> December Whole school Christmas Bazaar: Saturday 4<sup>th</sup> December. Year 3-8I Christmas Carol Service: Tuesday 7<sup>th</sup> December. Gifts for Grown Ups: Thursday 9<sup>th</sup> December Term ends: Friday 10<sup>th</sup> December (12.00pm).</p>	<p><b>Abingdon School</b> Scholarship entry form submitted to Abingdon School: Friday 26<sup>th</sup> November 2021. Mock exams (at APS): Monday 10<sup>th</sup> to Thursday 13<sup>th</sup> January 2022. Academic Scholarship assessment week (at Abingdon School): Monday 7<sup>th</sup> March to Wednesday 9<sup>th</sup> March, 2022.</p> <p>For more information visit: <a href="#">Abingdon School 13+ scholarship information</a></p>
English	Science
<p>This term the pupils will study the following topics in preparation for the Scholarship examinations next term.</p> <p><b>Reading:</b> Pupils will learn to understand, analyse and evaluate meaning from a range of poetry, prose, and non-fiction. They 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. Pupils will recognise and comment on the effectiveness of key literary features, such as: metaphor, simile, personification, symbol, irony, alliteration, assonance, rhyme, rhythm and metre.</p> <p><b>Writing:</b> Pupils will study how to write both descriptive and discursive compositions. They will also write poetry and learn how to bring out the poetic features of a piece of prose by arranging it as a poem. Pupils will explain their choices in a piece of continuous writing.</p> <p><b>Studied literature:</b> Pupils will study World War One poetry to acquire the skill of discriminating reading and develop their own imaginative and personal responses to literature.</p>	<p>The pupils will continue following the senior year Science curriculum, at an accelerated rate, as the scholarship exam is based on this core knowledge.</p> <p>This term the boys will begin with Biology. The boys will start by looking at variation and inheritance. A visit to the Oxford Natural History Museum will support this topic. 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. This will include population studies.</p> <p>They will also study the adaptation of plants and the biochemical processes of respiration and photosynthesis will be covered. This will be followed by the Physics topics of light and sound. They will then finish the term with Chemistry, studying the reactions of acids and alkalis, including the chemistry of limestone. This will be followed by the Physics topics of light, sound and energy. Chemistry of acids and alkalis will also be covered and the reaction of limestone.</p> <p>Throughout the term, to prepare them for next term's scholarship examination, the pupils will study related scholarship questions.</p>
Maths	Religious Education (RE)
<p>This term the pupils will study the following topics in preparation for the Scholarship examinations next term.</p> <p><b>Number:</b> The pupils will study the four rules of number for integers, decimals, fractions and negatives and apply BIDMAS. They will write numbers in standard index form and learn the rules of indices. They will calculate percentage increases and decreases and express this as a %. They will investigate sequences and explore the relationship between speed, distance and time. Review prime factorisation and find the HCF and LCM.</p> <p><b>Algebra:</b> The pupils will solve equations and inequalities involving brackets and fractions. They will simplify and factorise expressions. They will learn to rearrange equations. They will solve simultaneous equations and apply to problems.</p> <p><b>Data Handling:</b> The pupils will calculate and interpret averages and explore probability.</p> <p><b>Measurement:</b> The pupils will investigate the area and perimeter of compound shapes, trapeziums, parallelograms and circles. They will explore Pythagoras' Theorem. They will calculate the volume and surface area of cuboids and cylinders.</p>	<p>The pupils will begin their preparation for their Scholarship examinations next term. A particular focus this term will be placed on <b>contemporary moral issues</b>, and on the reasons for differing attitudes towards them held by different Christian traditions, as well by those practicing other religions. The pupils will also start to consider more <b>philosophical issues</b> such as the problem of evil and arguments for the existence of God.</p>
Geography	History
<p>This term the pupils in Year 8 will learn about <b>coasts</b> and <b>rivers</b>. Pupils will look at the importance of coasts and rivers and how coastal and river landscapes are shaped through physical processes. They will follow this by studying the importance of coasts and rivers to human life.</p> <p>Pupils will start to explore the reasons for coastal and river <b>flood hazards</b> in certain locations and how people respond to these. There will be an <b>assessment</b> at the end of each unit.</p> <p>In parallel with their classwork assignments, pupils will choose <b>one British river</b> which they will investigate from source to mouth.</p>	<p>This term the pupils will spend time developing their <b>source based skills</b>. Pupils will consider evidence through a variety of lenses, developing a discerning eye for detail, and building responses that showcase a mature interpretation of the sources. Topics for this unit cover areas such as the Troubles in Northern Ireland, D-Day, US Civil Rights and the Falklands War. This will be followed by a detailed investigation into whether <b>King John</b> deserves to be known as a bad monarch. The pupils will analyse contemporary written evidence and historiography related to this topic in order to construct a scholarship-style analytical essay. Towards the end of term pupils will</p>

<p>The pupils will also continue to develop their <b>locational knowledge</b> and <b>map skills</b>.</p> <p>In preparation for the scholarship assessments the pupils will be provided with further opportunities to interpret a variety of maps, photographs, satellite images and other data sources to help them recognise and analyse patterns and draw conclusions.</p>	<p>begin to look at the <b>Black Death</b>, examining causation as well as the short and long term impact of the plague on medieval England.</p>	
<p><b>French</b></p> <p>The pupils will receive regular grammar lessons in which they will be introduced to the imperfect, simple future and pluperfect tenses and negative expressions and object pronouns. Pupils will begin the class-reader <i>Petit Nicolas</i>. Pupils will cover example Scholarship papers throughout the term. Topics will include, describing people and their characteristics - sports and hobbies. Describing school life, as well as discussing plans to eat out with friends, or go on holiday.</p>	<p><b>Latin</b></p> <p>This term the pupils will begin their preparation for their Scholarship examination in Latin. Latin texts will be analysed closely and pupils will work on translation skills, in particular focusing on natural but accurate translations from Latin into English. They will be introduced to aspects of Latin grammar such as the genitive, ablative and vocative cases and will begin to look at participles, beginning with present participles.</p>	<p><b>Core Skills</b></p> <p>No pupils in 8R follow the Core Skills programme.</p>
<p><b>Information, Computer Technology (ICT)</b></p> <p>Pupils will continue the work they started towards 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>	<p><b>Personal, Social, Health, Citizenship Education (PSHCE)</b></p> <p>Although PSHCE is a non-assessed subject, it does, of course, link into the school's pastoral programme and forms part of the school's commitment to ensuring that each pupil can learn in a secure environment whilst also developing self-confidence and personal responsibility.</p> <p>During their form time pupils will be involved in identifying their strengths, weaknesses and personal and collective goals in relation to both their Scholarship ambitions and wider academic and pastoral progress. They will also be developing skills to build resilience and emotional health.</p> <p>All pupils in Year 8 will have the opportunity to show leadership and responsibility through the class pairings sessions, lunch monitor duties and other section events.</p>	<p><b>General Studies</b></p> <p>In 8R General Studies will be taught discretely to PSHCE. As part of their preparations for the General Studies Scholarship exam, the pupils will focus on likely topics of essay writing and interview discussion which intentionally cover aspects of the PSHCE programme, including themes of citizenship, social diversity and Fundamental British Values. The pupils will develop their skills in comprehension and essay technique using a catalogue of past exam papers, which will also provide valuable practice for the particular exam requirements of the different senior schools, including Abingdon School, Magdalen College School and Radley College. In addition the pupils will receive interview practice and will be encouraged to learn how to respond in discussion to an unseen text or image as part of the skill of intellectual engagement and demonstration of a capacity to think laterally.</p>
<p><b>Art</b></p> <p>We will begin with a '<b>Drawing Academy</b>' 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.</p> <p>This Year 8 Art set will study:</p> <p><b>Architecture: Structures and urban landscape</b></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>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><b>Architects and designers;</b> 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><b>Media:</b> 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, photography and ICT.</p>	<p><b>Craft, Design Technology (CDT)</b></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><b>Music</b></p> <p><b>Minimalism</b> - 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><b>Performing Arts: Music</b> - 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><b>Drama</b> - 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><b>Indian Music</b> 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 music through listening and compositional tasks and learn about</p>

<p><b>Painting/2D</b> - 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>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. Pupils will practise singing carols and perform in the carol concert.</p>
<p><b>Games</b></p>	<p><b>Physical Education (PE)</b></p>	<p><b>Swimming</b></p>
<p>This term the major team sport will be <b>Rugby</b>. 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 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> 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. 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: <b>Front Crawl</b> – This will include developing their stamina, arm entry, leg kick and breathing. <b>Backstroke</b> – They will practise their starts and learn how to improve the use of their legs and arms.  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>