



St Bede's

Curriculum Guide

Key Stage 3

Year 8



St Bede's RC High School Curriculum Statement

"Education is not the filling of a pail, but the lighting of a fire"

We aim to foster the intellectual, social, creative, physical, moral and spiritual development of all our pupils. We see every child as a unique person with a God-given individual identity. Our vision is rooted in a desire to nurture and develop the best in all students and prepare them for success in life. Our broad and sequential curriculum is designed to provide all pupils with the core knowledge that will maximise their cognitive development so that all students at St Bede's RC High School will become active and economically self-sufficient citizens, who live their lives through the teachings of Lord Jesus Christ.

The stability of our curriculum allows for subject expertise to develop over time. We recruit and retain high quality subject specialist teachers and place a strong emphasis on providing outstanding personalised, departmental and whole school CPD.

We seek to provide a range of focused learning environments where innovation, challenge and engagement are expectations not aspirations. Our three year Key Stage 3 curriculum provides students with the time and space to gain a conceptual understanding across a broad range of subjects in line with the National Curriculum, which prepares them to study fewer subjects in the depth required at Key Stage 4.

Student progress is measured through both formative and summative assessment. This allows teachers to check understanding, correct misconceptions and provide high quality feedback. Our reflective approach to assessment promotes continuous improvements to both teaching and learning.

Reading and comprehension are integral to the teaching of our curriculum. The school is currently in the process of designing a new library and pupils are encouraged to understand the etymology of words alongside their meaning. By placing a strong emphasis on the teaching of reading, we seek to develop both confidence and enjoyment in reading.

Everything our children learn at St Bede's is to be seen as part of the school curriculum. It aims to inspire their lifelong journey in faith and help them to develop as mature people, empowered to shape and enrich the world by living the Gospel of Jesus Christ in their everyday lives.

The curriculum at St Bede's is ambitious and inclusive for all learners. It seeks to synergise knowledge with skills. It provides students with a progressive learning pathway in order to be successful in achieving high quality qualifications and ensuring that they are well equipped for their future destinations.

Every child has an equal right to a challenging and enlightening curriculum. By planning and teaching our curriculum to a high standard, we stride to install the confidence in all our students, "that with belief, all things are possible".

Curriculum Allocation – Year 8

Number of lessons on a two week timetable cycle, of one hour each.

| Subject | Hour(s) |
|---------------------|-----------|
| Religious Education | 5 |
| English | 6 |
| Mathematics | 7 |
| Science | 6 |
| Art | 2 |
| Computing | 2 |
| Design Technology | 2 |
| Drama | 2 |
| Geography | 4 |
| History | 4 |
| Music | 2 |
| Physical Education | 4 |
| Spanish | 4 |
| | |
| TOTAL | 50 |
| | |

Religious Education

'I will give you the keys to the kingdom of heaven' **Matthew 16:19**

Brief Outline of Subject

Brief outline of subject: Religious Studies is taught to all students at St. Bede's. The Year 8 schemes of work are based upon the Religious Education Curriculum Directory (2012) agreed by the Catholic Bishops' Conference of England and Wales.

Year 8 Curriculum Overview - Challenging Religion

Unit 1 - The Birth of Monotheism

The context of the Old Testament, God's formation of a people, the birth of justice

Students will study the following:

- Where did monotheism begin?
- What is the Abrahamic covenant?
- Who are the descendants of Abraham?
- Why is Moses important?
- Why are the ten commandments important?

Unit 2 - What is Judaism?

Jewish sources of authority, Jewish practices and daily life

Students will study the following:

- Why is the Torah important?
- What is the importance of the synagogue?
- What is Shabbat?
- What is Kosher?
- What clothing do Jews wear and why?
- What festivals do Jews celebrate?
- What is the significance of the Holocaust?

Unit 3 - Birth of Christianity

The context of the New Testament, Jesus the Messiah, the Passion, the first disciples and their legacy, Pentecost and the birth of the Church

Students will study the following:

- What was life like at the time of Jesus?
- Who was Jesus?
- What are the events of the Passion?
- Was Jesus the Messiah?
- Who were the disciples?
- What was the mission of the disciples?
- How did Christianity begin?
- What is a modern day disciple?

Unit 4 - Challenging Christianity

Challengers, defenders and reformers (early church, crusades, Martin Luther, martyrs). Modern day challenges.

Students will study the following:

- Who were the early Christians?
- Why were the early Christians persecuted?
- Why was Constantine important?
- How did Christianity arrive in Britain?
- What were the Crusades?
- Who was Martin Luther?

Additional Information

- Castlerigg Youth Manor retreat
- Instagram - *@stbedesblackburnre*
- Spirited Arts competition

Mrs J. Carr – Academic Leader for Religious Education

English

“Words are our most inexhaustible source of magic...”

Brief outline of subject:

In English, we aim to inspire learners, regardless of their starting point, to value the magic that can be found in words, whilst guiding them in their acquisition of the literacy skills needed for life beyond St. Bede's. The English Curriculum at St. Bede's is designed to encourage learners to **appreciate** the power of vocabulary, **develop** a reflective approach to their reading of texts and **apply** this in order to use language which positively represent themselves, whilst inspiring others. St. Bede's English Department is successful and experienced, staffed by a specialist team.

During **KS3 (Years 7-9)**, we aim to ensure that learners experience an English curriculum that is rich in subject knowledge and depth. Learners' experience of English is fruitful, wide ranging and not 'taught to a test'. Throughout KS3, students will acquire and enhance the vital skills needed for Literacy and appreciation of literary works. As learners progress to **KS4 (Years 10-11)**, we follow the **AQA GCSE English Language and Literature** courses where learners will build on their understanding and skills developed in the Key Stage 3 programme of study for English.

YEAR 8 CURRICULUM OVEVIEW

English is taught to all learners in Year 8. All classes have a dedicated teacher and follow the same curriculum at the same time, regardless of which class they are in. Much of the work in Year 8 centres on the study of texts from the past, including whole fiction texts as well as a number of poems and shorter non-fiction texts. Importance of context is embedded during Year 8 and learners use this knowledge to appreciate the evolution of literature over time. Learners read at the start of their English lessons - either a text of their own choice or one selected from the classroom reading shelf. Reading for pleasure is set as part of the homework timetable at least once every four weeks.

Unit 1 –

DEVELOPING TRUE HERITAGE

Study of one of the following texts underpins this module (either full text or abridged text with extracts – depending on class): *Jekyll and Hyde*, *Wuthering Heights*, *Jane Eyre*, *Pride and Prejudice*, *Dracula*, *Treasure Island* or *The Sign of Four*.

Students will study the following:

- Embedding the importance of context and the connections between the past and the present
- Exploration of how both literature and non-fiction texts can be used to present a viewpoint
- Drafting, editing and developing viewpoint writing skills
- Individual speech skills

Unit 2 –

EXTENDING SHAKESPEARE'S STORIES

The Tempest

Students will study the following:

- Engaging with Shakespeare's diversity, skill and influence,
- Writing analytically about Shakespearean language
- Interpretation through performance and analysis of Shakespeare's work
- Narrative writing skills

Unit 3 -

ENHANCING MODERN FICTION

Learners will study one of the following texts (either full text or abridged text with extracts – depending on class): *Lord of the Flies*, *Woman in Black*, *Hunger Games*, *The Curious Incident of the Dog in the Night Time*, *Small Steps*, *Cirque du Freak*, *Stone Cold*, *A Monster Calls* or *The Tulip Touch*.

Students will study the following:

- Understanding the messages and themes of texts
- Writing about how authors use language for effect and the impact of structure on the overall text
- Key linked poems in depth (poetic devices)
- Enhancing descriptive writing skills

Additional Information - Assessment

| UNIT 1 | UNIT 2 | UNIT 3 |
|--|--|--|
| Summative: Non-Fiction Skills on Text linked to studied Heritage Text & Viewpoint Writing Individual Speech Reading & Spelling Age Impact Assessments | Summative: Narrative Writing & Shakespeare Extract | Summative: Fiction Skills on Modern Text (<i>Comprehension, Language Analysis & Structure</i>) & Descriptive Writing |

Additional Information

ENRICHMENT

Learners have the opportunity to be additionally enriched in English as part of the **'Experiences in English'** programme where students have the opportunity to access a wide range of beneficial activities. Students are enriched by taking part in regular challenges such as 'Literary Heritage Hunts', 'Get Caught Reading' and 'Shakespeare's Birthday Bash at Bedes'. We offer trips to Shakespeare's Globe Theatre, Shakespeare's birthplace - Stratford-upon-Avon and the home of the Bronte sisters – Haworth. In the past three years we have been to the theatre to see, amongst others: *Macbeth*, *A Christmas Carol*, *Romeo & Juliet*, *Blood Brothers*, *Matilda*, *Wicked*, *The Tempest* and Poetry Live! Opportunities to take part in 'Poetry by Heart', Literary Film Club and Book Club are also available. Additionally, learners regularly have the opportunity to enter creative writing competitions – with some recently being published nationally.

SOCIAL MEDIA

We have an Instagram account, which is a popular way that students now choose to direct their enrichment and ongoing revision. This can be accessed via Instagram - **@stbedesblackburnenglish**. Or alternatively, for students who do not have an Instagram account, this can be accessed via this web link – www.instagram.com/stbedesblackburnenglish

Mrs L. Diffley – Academic Leader for English

Mathematics

“The essence of Mathematics is not to make simple things complicated but to make complicated things simple”

Brief Outline of Subject

The Maths department aims to **guide** pupils in their learning, **inspire** pupils through our passion for Maths and **challenge** them to succeed. We want to encourage the feeling they can do Maths and **believe that all things are possible**.

At St Bede's we follow the national curriculum. The Mathematics curriculum is designed to ensure that each year we reinforce the learning from the previous years, including KS2, and build upon that foundation. This ensures that pupils are able to access and then succeed at the next level of challenge. We use a variety of techniques to engage pupils, taking into consideration different learning styles to develop their confidence in Maths.

Year 8 Curriculum Overview

Maths is taught to all pupils in Year 8, with classes set according to ability. This allows teachers to differentiate the work accordingly. The Year 8 SOW intends to recap and build upon skills learnt in Year 7, as well as introduce new topics, making connections across different areas of Maths. We aim to develop mathematical fluency, reasoning and enable our pupils to be competent in solving problems.

BLOCK 1 – PROPORTIONAL REASONING

Using ratio and proportion to solve problems

Students will study the following:

- Understanding, writing and simplifying ratios
- Solving ratio problems
- Circumference of a circle
- Direct proportion problems
- Scale diagrams
- Multiplying and dividing fractions and integers

BLOCK 2 – REPRESENTATIONS

Working in the Cartesian plane, representing data and probability

Students will study the following:

- Plotting and interpreting straight line graphs
- Drawing and understanding scatter graphs
- Types of data
- Using two way tables
- Using sample space diagrams

BLOCK 3 – ALGEBRAIC TECHNIQUES

Working with equations,
inequalities and sequences

- Using Venn diagrams to calculate probabilities

Students will study the following:

- Expanding and factorising expressions
- Solving and forming equations involving brackets
- Solving and forming inequalities
- Generating sequences using more complex rules
- Finding the n th term of a sequence
- Using index rules for multiplying and dividing expressions involving powers

BLOCK 4 – DEVELOPING NUMBER

Using percentages, working with
standard form and developing
number sense

Students will study the following:

- Increasing and decreasing by percentages
- Using multipliers
- Writing amounts as percentages
- Converting and calculating with numbers in standard form
- Converting between measures and units
- Rounding to decimal places
- Estimation
- Order of operations

BLOCK 5 – DEVELOPING GEOMETRY

Working with angles, area and
symmetry

Students will study the following:

- Know and use angle facts, including angles on parallel lines
- Interior and exterior angles of polygons
- Calculate the area of shapes, including trapezia and compound shapes
- Calculate the area of circles and sectors
- Symmetry and reflections

BLOCK 6 – REASONING WITH DATA

Collecting, representing and
analysing data

Students will study the following:

- Primary and secondary sources of data
- Collecting data, including questionnaires
- Interpreting and constructing statistical diagrams, including dual bar charts and pie charts
- Calculating averages from a list of numbers
- Calculating the mean of grouped data
- Comparing using averages

Additional Information

- GCSE Exam Board – Edexcel
- We offer pupils the chance to take part in various competitions and challenges including;
Year 7 - UKMT Junior Challenge
Year 8 - UKMT Junior Challenge and Team Challenge
Years 9 – UKMT Intermediate Challenge and Team Challenge
Year 10 - UKMT Intermediate Challenge and Maths Feast
- Pupils and parents can follow the Maths department on Instagram @stbedesblackburnmaths, or via the link on the school website

Mrs G Watson – Academic Leader for Mathematics

Science

Equipped with his five senses, man explores the universe around him and calls the adventure Science.

– Edwin Powell Hubble –

Subject Overview

Students at St. Bede's study topics across all three disciplines of science from year 7 through to year 11; these are biology chemistry and physics. The coverage of these topics provides students with a breadth and depth of understanding of the world around them. Biology helps students to understand the living world and organisms, covering the biological processes of humans, other animal, plants and microorganisms. In chemistry, students gain an understanding of the atoms, elements and molecules which make up matter and the chemical processes which take place to form new substances. In physics, students gain an understanding of energy and forces, how these interact on Earth and beyond, to make sense of actions we see every day.

Year 8 Science

In year 8, students are taught a breadth of topics across all three specialisms of biology, chemistry and physics. The schemes of learning across year 7-8 are designed to cover all topics outlined in the Key Stage 3 national curriculum for science. These topics are interleaved to ensure regular revisiting of each specialism throughout the year. The topics are chosen to build on the foundations laid in year 7 and the knowledge and skills taught will be extended to greater depths with the topics they are taught in subsequent years in Key Stage 3-4.

Unit 1 - Scientific skills

Students will study the following:

- Using apparatus safely
- Assessing risks in investigations
- Planning investigations, including variables
- How to process collected data, including graph skills
- Analysing and concluding data
- Evaluating investigations

Unit 2- Genes

Biology

Students will study the following:

- Variation
- Adaptation
- Adolescence
- Fertilisation
- Development of a foetus

Unit 3- Chemical Reactions

Chemistry

Students will study the following:

- Acids and alkalis
- Neutralisation
- Metals and non-metals
- Chemical reactions of metals
- Displacement reactions

Unit 4-Earth

Chemistry

Students will study the following:

- The structure of the earth
- Formation and types of rocks
- The rock cycle
- The earth and solar system
- The moon

Unit 5 – Respiration and photosynthesis

Biology

Students will study the following:

- Aerobic and anaerobic respiration
- Biotechnology
- Photosynthesis
- Adaptations of plants
- Plant minerals

**Unit 6- Reactions and energy
changes**

Chemistry

Students will study the following:

- Atoms in chemical reactions
- Combustion
- Conservation of mass
- Exothermic and endothermic reactions
- Energy changes in reactions

Unit 7 – Forces and Energy

Physics

Students will study the following:

- Contact and non-contact forces
- Turning forces
- Fluid pressure
- Stress on objects
- Work, energy and machines
- Energy and temperature
- Energy transfer

**Unit 8- Climate and Earth's
resources**

Chemistry

Students will study the following:

- Global warming
- Climate change
- Extracting metals
- Recycling

Unit 9 – Genetics

Biology

Students will study the following:

- Inheritance
- DNA
- Genetics
- Evolution and natural selection
- Extinction
- Preserving biodiversity

**Unit 10 – Electromagnetics and
waves
Physics**

Students will study the following:

- Magnets
- Electromagnets
- Sound waves
- Radiation and energy

Additional Information

As part of each unit covered throughout the year, students are given many opportunities to develop their scientific and skills. In a similar manner to how required practicals are now part of many topics in GCSE, we have woven required practicals into our key stage 3 units to maximise the development of scientific skills in the topics we deliver.

Miss S. Renshaw – Academic Leader for Science

Art and Design

“Art speaks where words are unable to explain”

Brief outline of subject:

The Art department ignites creativity and guides students to explore different areas of Art and be open to work in new mediums and styles. Working in the arts helps learners to develop creative problem-solving skills. The arts provide challenges for learners at all levels. Art education connects students with their own culture as well as with the wider world which can be evident in their portfolio of work.

Year 8 Curriculum Overview

Year 8 Art students undertake a single hour of Art each week. All topics covered focus initially on working from observation of primary or secondary sources. Throughout the year, students work from a selection of mixed media experiments to Graphic Design, Fine Art, Mixed Media and Illustrations. The focus is on the Formal Elements and Tone, Line, Texture and Form then Colour, Shape and Pattern. Artists include Tom Phillips, Jim Dine, Pete Ware and Roy Lichtenstein. Later in the year we look at creative 3 dimensional surface patterns and Artext along with re-creating coffee cup sleeves and explore more styles of making Art other than fine Art tendencies.

Unit 1 -

HT1

Creative Typography

Students will study the following:

- Elements of photography basics
- The understanding of Typography
- Know the difference between serif and san serif
- Some principles of Graphic Design
- Movie poster layouts

Unit 1 -

HT2

Mechanical

Students will study the following:

- Fine Art drawing skills
- Colour blending
- Look at the work of different artists
- Successfully complete observational drawings
- Be able to annotate and analyse own work

Unit 2 -

HT3

A strange world

Students will study the following:

- Drawing from primary and secondary sources
- Work in the style of artist, Redmer Hoesktra
- Surreal Art and themes
- Understanding morphing and metamorphosis

HT4

Bugs and Insects

Students will study the following:

- Gridding up method of drawing
- Lino cutting animal prints
- Work in a variety of mediums

Unit 3 -

HT5

Thoughts, Paper and beyond

Students will study the following:

- Mark making altered book pages
- Understanding biro pen mark making techniques
- Working in the style of Tom Phillips, Andrea Joseph and Mark Powell
- Upcycling new imagery

HT6

Under the Microscope

Students will study the following:

- Explore different forms of cells looking under the microscope
- A variety of textile materials
- Pick out patterns and shapes
- Acrylic pouring
- Paper mache

Additional Information

- Year 7 students will be selected to work on achieving an Arts Award through extra-curricular activities in Art and Design.
- Follow StbedesArt on Instagram for competitions and portfolios of work for KS3 and KS4 inspiration.
- Creative Arts nights to be held in the summer to provide an opportunity for Arts Award students to showcase both their talents and efforts through an Arts exhibition.
- **Mrs D. Harding – Academic Leader for Art**

Computing/ICT Year 8

“Computers themselves, and the software yet to be developed will revolutionise the way we learn” – Steve Jobs

Brief Outline of Subject

The Computing/ICT department aims to provide students with skills for life, to enable and empower students to take an active part in society, in life beyond St. Bede's. The curriculum is designed to be balanced and challenging, covering a wide spectrum of skills and philosophies found under the umbrella term of computing. Students will develop a range of creative and problem solving skills in line with the national curriculum, but also develop and enhance their ICT skills in a wider context to meet the needs of a modern world.

Year 8 Curriculum Overview

After developing basic skills in programming, creative technologies and social technologies, students will build on and enhance these skills, undertaking more complex tasks which require a greater degree of computational thinking. Previous skills from year 7 will be developed and applied into an array of contexts to give the skills meaning and a direct link to the “real world”

Programming - Microbit

Students will build on programming techniques introduced in year 7 and use these concepts to create a series of solutions for a **Microbit** computer. The focus will be on using the programming techniques to devise solutions and develop computational thinking.

Students will learn:

- Basic Outputs
- Basic Inputs
- Variables
- If, Else
- While
- Advanced inputs

Databases

Learning will focus on the importance of databases as a useful tool and one of the fundamental building blocks of computing.

Students will learn:

- What is a database
- Design and creation
- Population
- Queries



Animation
In this unit of work students will learn about the different kind of animation techniques that can be used and combine this with previous learning on graphics in order to produce a series of animated shorts.

Graphics
Continuing the creative computing skills, Students will develop graphical skills to a high level, looking at how image manipulation can result in a high level of product.

- Forms
- Reports

Students will learn:

- Stop frame animation
- Key Frame animation

Students will learn:

- Gradients
- Magic Wand
- Polygon Lasso
- Smudge & General Refining
- Titles and detail
- Dodge & Burn + Effects

Additional Information

In the Computing/ICT department we encourage students to actively pursue and engage with technology in all areas of life, both in and out of school. There are lots of activities, competitions that students can become involved in which will enhance their skills, computational thinking and appreciation of the ubiquitous nature of technology in today's world. Below are some helpful links for activities to try, but remember all additional activities will develop skills and confidence.

National Cyber Security Challenge - <https://www.cybersecuritychallenge.org.uk/>

Create games - <https://unity.com/> or <https://editor.construct.net/>

Learn to code <https://www.codecademy.com/>

These are just a few, but there are countless tutorials, videos and communities surrounding all aspects of computing from Photoshop to game development. Whatever you're interested in there will be something for you!

Mr N. Jackson – Academic Leader for Computing

Design and Technology

"It's through mistakes that you actually can grow. You have to get bad in order to get good."

Brief Outline of Subject

Design and Technology is about providing opportunity for children to use creativity and imagination to design and make products that solve real and relevant problems, considering their own and others' needs.

Problem Solving is a huge part of Design and Technology and integral to learning, opening up opportunities to develop and thrive.

Year 8 Curriculum Overview

Building on previous knowledge pupils focus on the Design Process, including analysis, research, specifications, communication of ideas, making, modifications and evaluation. Resistant Materials focus on the properties of wood and the design of products that are aimed at specific targets. Graphic Products pupils make use of the higher level design skills that the Adobe Design Suite offers to create computer generated images. Whilst the Product Design aspect builds on and consolidates skills and knowledge learnt across Year 8.

Product Design

Term 1

Mixed Materials

Man Made Materials

Paper and Boards

Assessment – AO1 /A02

Students will study the following to allow them to develop skills and knowledge in two material areas. They will be using Graphics and Resistant Material elements and building on prior knowledge.

- Investigation/work of others.
- Design layout and properties
- Use of adobe illustrator.
- Tools and equipment
- Manmade boards/materials.
- Traditional tools and equipment.
- Paper and boards.
- Print finishes
- Production methods.

Graphic Products

Term 2 –Cartoon Development

Design Software - Adobe illustrator

Assessment – A02 / A03

Students will study the vector tool and its ability to create powerful graphics. Use of layers and locking to edit and draw complex images. This enables pupils to practice and extend their skills using this software which is used in industry.

- Drawing software
- Locking and stabilising images
- Transparency function
- Layer functions
- Vector and Bitmap imagery
- Line manipulation
- Advanced Pen functions
- Intro to pathfinder
- Uses and samples
- Shape building (logos development)

Resistant Materials

Term 3

Pinewood

MDF

Acrylic

Assessment - A01 /A02

Students actively engage in the processes of design and manufacture to develop as an effective and independent learner

Make decisions, consider sustainability and combine skills with knowledge and understanding in order to design and make a product which explores

- Aesthetics
- Ergonomics
- Environmental/ Sustainability
- Ethical and Social dimensions
- Idea Expression - 3D drawing.

Analyse existing products and produce practical solutions to needs for their target market.

Additional Information

Extra-Curricular Activities

Green Power Race car – Pupils engage in engineering and design. The Race car is raced annually where the pupils taking part manage the pits and race against other competitors – application required.

Chess Club – Chess club is open to all age ranges and give pupils the opportunity to build on thinking skills and problem solving, this is run during lunch times, with completions taking place on a regular basis.

Trips

Aintree Race Day Trip (Race team members only)

Festival of Making – Blackburn Centre.

Mr S. Canavan – Academic Leader for Design Technology

Drama

“It isn’t always about what they do on stage. It’s about them growing and working together. Appreciating each other and realizing that true talent is in the heart.”

The Drama department drama seeks to ensure that all pupils develop a broad range of skills and experiences. Pupils are introduced to technique, style, genre and scripted drama in order to give them a deeper knowledge and understanding of drama in as many forms as possible. Throughout Key Stage 3 pupils build upon their understanding of dramatic style and genre and are able to practice devising drama using a variety of theatrical techniques. Towards the end of the key stage, pupils focus their studies on devising for specific audiences, script work and the theories of theatre practitioners, in preparation for further study at KS4, either at GCSE or BTEC level.

Year 8

Term 1

Physical Theatre – Introduction Style and Genre 2

Fame – Developing Understanding of Techniques 2

Students will study the following:

- Exploration of the Genre
- Social and Historical Context
- Stylistic Features
- Drama Techniques
- Contrast
- Devising Drama

Term 2

Mysterious Disappearance-
Investigative Drama

Our Day Out – Exploring Scripted
Drama 2

Students will study the following:

- Mantle of the Expert
- Working from Stimuli
- Devising Drama
- Interpreting Text in Performance
- Actor/Playwright’s perspective
- How to perform scripted drama as an ensemble

Term 3

Non Naturalistic Drama Introduction
to Style 3

Soap Opera – Introduction to Style 4

Students will study the following:

- Exploration of the Genre
- Social and Historical context
- Stylistic Features

Additional Information

Drama in Year 7, 8 and 9 teaches the skills that pupils need to be successful at GCSE Drama or BTEC Performing Art which pupils can choose to study in year 10 and 11.

Pupils are given the opportunity to perform in a variety of whole school events at various times of the year, including public performances and whole school assemblies and services.

Mrs H. Vercoe-Bracewell – Academic Leader for Drama

Geography

“The study of Geography is about more than just memorising places on a map. It’s about understanding the complexity of our world.” (Barak Obama)

Brief outline of Subject

The Geography department seeks to guide and inspire all learners to achieve in geography through an engaging and challenging curriculum. A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth’s key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human environments. By incorporating geographical skills, current issues and varying scale from local to global we are able to enthuse the young people we teach and develop a wide range of valuable transferable skills. The curriculum is based on the National Curriculum for Key Stage 3 Geography in terms of both content and concepts.

Subject: Geography Year 8

Year 8 curriculum rationale: In year 8, Geography is taught to all students and involves studying a range of physical and human topics. Topics build upon the UK based learning in year 7 and broaden out into the wider world. Topics are linked to countries/continents where applicable with real life case studies and examples to support topic learning and application. Topics become more technical in challenge.

Unit 1 – Dangerous Earth

Investigating tectonic hazards of earthquakes, volcanoes and tsunamis.

Students will study the following:

- Earths Tectonics
- Plate boundaries
- Earthquakes - including case study
- Tsunamis – Comparing HIC and LIC countries
- Volcanos – Case study project

Unit 2 – Ecosystems of South America

Investigating ecosystems with South America case studies

Students will study the following:

- Ecosystems – Local and global
- Food chains/webs
- Impacts of humans on ecosystems
- South America ecosystems
- Rainforest ecosystem – amazon rainforests
- Mountain ecosystem – Andes mountains
- Cold environment - Patagonia

Unit 3 – Population and China

Investigating population issues with links to China

Students will study the following:

- Population growth – world
- Demographic transition model/population pyramids
- Population of the future
- China population
- Beijing – China's Capital
- Issues and management – one child policy
- Managing water in China – 3 gorges/canal system

Unit 4 – Rivers and flooding

Investigating rivers and flooding with case study examples

Students will study the following:

- River profile
- River landforms – waterfalls focus
- Importance of rivers – River Thames
- Causes of flooding
- Flooding– HIC (Cumbria UK) vs LIC (Bangladesh)
- Managing flooding
- Rivers and maps - skills

Unit 5 – Development and Africa

Investigating world development with a focus on Africa

Students will study the following:

- Our unequal world/Measuring development
- Development gap – issues and solutions
- Conflict and development – Libya/Sudan
- Africa's development
- How geography impacts Africa (Sahara)
- Is all of Africa poor?
- Africa country development project

**Unit 6 – Fieldwork and
geographical skills**

Traffic investigation in the local area

Students will study the following:

- Fieldwork – data collection
- Methods write up
- Data analysis – graph skills

Conclusion and evaluation write up

Additional Information

Fieldwork opportunities will be offered during year 8 to support the learning of the classroom.

End of unit tests will be used to support assessment for learning. These will be a mixture of multiple choice, short answer questions and extended questions.

Mr A. Lloyd – Academic Leader from Geography

History

"Ideas shape the course of history"

John Maynard Keynes

Brief outline of subject:

The History department seeks to guide and inspire all learners to enjoy the study of history through creative and inspiring teaching. Students are challenged to critically examine the past and make links between different events and concepts, in order to better understand the present and the future. By developing their ability to effectively explain and critique events and critically examine sources and interpretations, students develop a wide range of valuable transferable skills. The curriculum is based on the National Curriculum for Key Stage 3 History in terms of both content and concepts with a focus on both chronology and ideas such as 'empire' and political ideology.

Year 8:

Year 8 focuses on three themes each term to develop students thematic understanding, with a focus on the world around them. By studying a theme chronologically, students develop key conceptual skills, such as change and continuity, drawing connections and parallels across time and examining abstract concepts in depth. Each term builds on the last in terms of content and ideas.

Year 8 Term 1

Unit 1 -

Empire and Legacy

Students will study the following:

- Roman Empire
- Africa and India pre colonisation
- Development of the British Empire
- The transatlantic slave trade
- Decline of the British Empire
- Legacy of the British Empire

Year 8 Term 2

Unit 2 -

Lancashire and the wider world

Students will study the following:

- Roman, Saxon and Viking place name study
- Roman Lancashire with a case study on Ribchester
- Medieval Lancashire, including Preston Guild
- Lancashire and the Reformation
- The Industrial Revolution in Lancashire
- Lancashire society in the twentieth century

Year 8 Term 3

Unit 3 -

Hidden Histories

Students will study the following:

- Roman migration e.g. the Beachy Head Lady
- Power queens e.g. Eleanor of Aquitaine & Elizabeth I
- Development of working-class rights e.g. Chartism
- Gender rights e.g. female suffrage
- LGBT+ histories in Britain
- Twentieth century Black civil rights in Britain

Additional Information

Homework used to support learning and will comprise a range of task, including but not limited to: reading, research, extended writing.

Miss S. Isherwood – Academic Leader for History

Music

“There is music in every child. The teachers job is to find it and nurture it”

Brief Outline of Subject

The Music department seeks to guide and inspire all learners to enjoy the study of music through performance, composition and contextual understanding. Every pupil is given the opportunity to learn a variety of instruments, compose in a variety of styles and appreciate music from different genres. We also offer weekly instrumental lessons in woodwind, brass, strings, guitars, keyboard, piano and vocals taught by a team of highly experienced tutors. All music lessons from Year 7 to 11 are directly linked to the National Curriculum, GCSE Music and Btec Music Level 2.

Year 8

Unit 1 -

EDM

(Project 1 – Bandlab)

Students will study the following:

- Keywords such as Drop, Sample, Riff, balanced phrasing etc
- Creation of piece of EDM incorporating the key features of EDM
- How to organise samples into balanced phrases
- Compositional / listening skills

Unit 2 -

The Blues

Students will study the following:

- The 12 bar blues chord progression
- Improvisation on the Blues Scale
- Individual performance
- Ensemble performance
- The development of Slavery / Worksongs / Blues
- Listening skills

Unit 3 -

School of Rock

Guitar

Students will study the following:

- Refresh on Em / Am / G root position open chords
- D and A open chords
- Assessment on a chord progression of Em / G / D / A
- Understanding and following simple tablature
- Following a lead sheet
- Developing Strumming patterns and general technique

Unit 4

School of Rock

Drums

Students will study the following:

- How to read and perform drumming notation
- Refresh on kick / snare / hihat
- Developing knowledge of a variety of patterns
- Adding fills
- Development of Individual performance

Unit 5

**Listening and Appraising
Film Music and Popular Song**

Students will study the following:

- Understanding and appraising pieces of music
- Developing understanding of how the inter-related dimensions create a piece of music
- Understanding the job of a film composer and how music is written to create an atmosphere

Unit 6

School of Rock

Keyboard

Students will study the following:

- Recall root position chords
- Chord inversions
- Recall treble clef notation
- Performance of a songs using melody and chord accompaniment
- Individual / ensemble performance

Additional Information

All work in Year 7, 8 and 9 teaches the skills needed to be able to be successful at GCSE and Btec Music Level 2 which are the two qualifications that we offer at KS4.

We have a thriving department where all pupils are given the opportunity to perform in a variety of whole school events through our wide range of extra curricular activities on offer.

Pupils perform regularly at the Christmas Carol services, Rock Nights, Music Awards nights, Masses, assemblies, as well as performances within the community.

Extra curricular activities include Wind Band, Brass Group, Swing Band, Choir, Rock Group

Mrs C. Keighley – Academic Leader for Music

Physical Education

"I've missed more than 9000 shots in my career. I've lost almost 300 games. 26 times, I've been trusted to take the game winning shot and missed. I've failed over and over and over again in my life. And that is why I succeed."

"I can accept failure, everyone fails at something. But I can't accept not trying."

Michael Jordan

Brief Outline of Subject

Physical Education within St Bede's is a valued subject which offers a broad and balanced curriculum that is designed to develop the physical, mental and social development of the individual throughout KS3 and beyond. Students are given plentiful opportunity to develop their existing skills and acquire new ones both in curricular and extra-curricular activities. This programme is based around the competitions calendar to allow students to further develop their skills in a competitive environment.

Year 8 Curriculum Overview

In Year 8 pupils will continue to follow a broad and balanced curriculum and look to build and refine their skills and techniques in a range of activities. They will be encouraged to develop more difficult skills and link these together to enhance their overall performance. Pupils will also be asked to reflect on their performance and use this to aid improvement. They will also highlight the immediate effects of exercise on their bodies.

Unit 1 - Physical

Being able to perform effectively the physical tasks involved in life as well as sport.

Students will study the following:

- Select and apply skills with control
- Link skills, techniques and ideas
- Use skills to develop performance in competition
- Develop understanding of tactics
- Develop fitness and compare

Unit 2 - Mental

A feeling of being positive about yourself and emotionally healthy.

Students will study the following:

- Understand how they can improve performance
- Compare and comment on performance
- Benefits of physical activity on health
- Identify and explain subject specific words
- Short-term effects of exercise

Unit 3 - Social

Felling positive about interactions with other people in the wider world.

Students will study the following:

- Developing teamwork
- Develop knowledge of rules in all sports
- Understand safety in different sports
- Improve confidence
- Develop communication

All three of the units above will be delivered through a variety of;

- Team games such as football, netball, volleyball, hockey, basketball, cricket, softball and rounders.
- Individual sports such as badminton, table tennis, tennis, gymnastics, trampolining, dance, athletics, fitness and cross-country.
- Outdoor and adventurous activities such as orienteering and mountain biking.

Additional Information

Pupils in Physical Education will also be given the opportunity to further enhance their performance by taking part in a wide range of extra-curricular activities.

- Weekly extra-curricular clubs and fixtures
- Intra-school competition (e.g inter college)
- Inter-school competition (Local, Regional and National)
- Blackburn with Darwen Competitions Calendar
- Sports Trips
- Specialist Community Sports Clubs (Table Tennis, Badminton and Gymnastics)
- PE whole school Theme of the Week

All achievements in Physical Education are celebrated through the St Bede's PE twitter account and culminate in the Sports Awards Evening held annually at Blackburn Rovers Football Club.

Mr M Ashworth – Academic Leader for Physical Education

Spanish

“Otro idioma es otra visión de la vida”

Federico Fellini.

Brief Outline of Subject

The Spanish department seeks to guide and inspire all learners to enjoy the study of Spanish through creative and inspiring teaching. Students are challenged to think linguistically and build and develop skills in listening, reading, writing and speaking in Spanish. Throughout a varied curriculum, students will develop transferable and invaluable skills which they will apply throughout their futures. The curriculum is based on the National Curriculum for Key Stage 3 Spanish in terms of content, culture and skills.

Year 8 Curriculum Overview

After first focusing on recapping and retrieving prior knowledge, students build upon basic grammar, listening, reading, writing and speaking skills and begin to develop these in a more creative and communicative manner. Students explore many cultural aspects of Spain and the Spanish language.

Unit 1 – DONDE VIVO

Students will study the following:

- Describing where you live in a mix of tenses; past, present, future and conditional.
- Describing cities and towns around the world including ideal places.
- Talking about what is in your city and what one can do.
- Comparisons between tenses.
- Debating.
- Basque Country and Barcelona.
- El Día de los muertos- Coco

Unit 2 - MIS ESTUDIOS

Students will study the following:

- Talking about school and studies in present and past.
- Describing teachers and making comparisons.
- Talking about school life and subjects.
- Comparing past to present and future intentions.
- Comparatives and superlatives.

Unit 3 - COMIDA Y VACACIONES

Students will study the following:

- Talking about what you eat for breakfast, lunch and tea including past and future.
- Giving opinions including 3rd person singular.
- Describing holiday preferences.
- Talking about a past holiday and future/conditional ideal holiday.
- Zipi y Zape 2

Additional Information

Pupils are encouraged to explore the following:

- MFL Instagram page
- Andalucía trip
- Madrid trip
- European Day of Languages
- Battle of Quizlet
- Spanish play trip
- Inter-year group debate competitions
- MFL bake sales

Miss N. Di Niro – Academic Leader for Spanish

