



QUEEN'S PARK HIGH SCHOOL

Year 8 – Half Term 5

Subject	Title	Unit Summary	Assessment
English	Men and Women in Shakespeare	Building on their introduction to Shakespeare in Year 7, students will explore presentations of gender in three plays: <i>Romeo and Juliet</i> , <i>Much Ado about Nothing</i> , and <i>Twelfth Night</i> . Students will develop their contextual understanding and ability to analyse language, as well as their ability to compare presentations of gender across different plays.	1 hour essay writing task: How does Shakespeare present masculinity and femininity in his plays?
Maths	U11 – 3D shapes and nets	Recognise and draw the net of 3D shapes. Draw plans and elevations of 3D shapes.	Application of knowledge and skills from the first 10 units of work through cumulative assessment (ALA 4): <ul style="list-style-type: none"> • Calculating areas and perimeters of 2D shapes including composite shapes • Draw and name 3D shapes • Use and draw plans and elevations
	U12 – Surface Area and Volume	Find the volume and surface of cubes, cuboids, prisms, cylinders and composite shapes.	Application of knowledge and skills from all units of work through END OF YEAR cumulative assessment to assess all work covered during the year.
Science	Biology 2 Photosynthesis, Respiration and Ecology (Teacher 1)	Students will learn about: <ul style="list-style-type: none"> • Aerobic and anaerobic respiration. • Leaf structure and photosynthesis. • Ecology; food chains, bioaccumulation, the carbon cycle, decay and biodiversity. 	Demonstrate knowledge and understanding of investigative science and experimental procedures to obtain results used to make conclusions in a practical assessment on the effect of light intensity on the rate of photosynthesis. To demonstrate knowledge, apply understanding and analyse information in an end of unit test on biology 2 content with cumulative knowledge from year 8 biology 1 and year 7 biology 2.
	Physics 2 Heat Transfers and Waves (Teacher 2)	Students will learn about: <ul style="list-style-type: none"> • Heat transfers; conduction, convection and radiation. • Types of waves and the wave equation. • Sound, ultrasound and the ear. 	Demonstrate knowledge and understanding of investigative science and experimental procedures to obtain results used to make conclusions in a practical assessment on the effects of different insulating materials. To demonstrate knowledge, apply understanding and analyse information in an end of unit test on physics 2 content with cumulative knowledge from year 8 physics 1 and year 7 physics 2.



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History	Civil Rights in the USA	Examine the root causes of racial intolerance and divide in America and its impact on the lives and rights of African Americans from the 1860s through to the 1950s and 60s	Source analysis, extended writing
Geography	Factfulness	<ul style="list-style-type: none"> How do levels of development differ around the world? What are some common misconceptions about global development? 	Students will study 3 common misconceptions about global levels of development. They will choose one example, and write a TED talk style speech about how we can challenge misconceptions based on evidence.
Spanish	My Studies	<ul style="list-style-type: none"> Saying what subjects you study and giving opinions about school subjects. Describing your school and its facilities. Using the immediate future to say what you would like to study next year. 	Reading focus 30 minute reading comprehension with multiple choice, comprehension and translation into English.
Computing	Computing Systems	Exploring the fundamental elements that make up a computer system	Multiple choice and written assessment testing knowledge of the components of a computer system
PE	Each class will be learning a different sport so please refer to the curriculum section of the school website.		
Drama	Musicals	Students are introduced to the genre of musical theatre, using two famous musicals as examples (Bugsy Malone and Shrek). The explicit skills of acting, movement (dance), and voice (singing) will be taught, allowing students to understand how all 3 can be drawn upon and utilised in performance.	PERFORMANCE: Students will rehearse and perform scenes which lead into 'action' songs. For HT5, Bugsy Malone will be used.
Art	Built Environment	Students work on the theme of the Built Environment. They draw the shapes and architectural details found in the work of in Megan McGlynn and James Gulliver Hancock's illustrations. Students create a 3D building.	Work is assessed holistically and will evidence students' ability to: Research and develop ideas from the study of Megan McGlynn and James Gulliver Hancock. Explore and refine the use of drawing, painting and construction skills. Observe and record architectural shapes and patterns using line, colour and textures. Respond and present a range of drawing painting and an architecture model.



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Music	Music in the Media	<ul style="list-style-type: none"> Exploring the different ways in which music is used in the media. Including knowledge of the use of the elements of music. Composing to a brief - create music for a TV advertisement. Developing keyboard skills by playing melodies used in the media on the keyboard (both hands together) 	<p>Practical:</p> <p>Performing - keyboard skills assessment of a piece of music used in the media Composing - compose music for video advertisement for a drink</p> <p>Written:</p> <p>Listening - appraisal questions identifying the use of the elements of music in examples of music used in the media</p> <p>Music theory questions during silent starters</p>
Technology	Students complete a rotation of the 3 topics below over the course of the year.		
	Design Technology Textiles Day of the Dead Cushion	Students will learn about the Mexican 'Day of Dead', culture and artistic creations to develop their own skull designs. They will learn and develop a range of practical skills, using hand and machine stitch and applique techniques. They will make a cushion product aimed at teenagers, using fabric transfer printing techniques.	Work is assessed holistically and will evidence students' ability to: Design that meets a design brief of the Mexican Day of the Dead and shows some design influence. Make a cushion using a range of practical skills in transfer print, applique, hand stitch and sewing machine skills. Evaluate their own work.
	Design Technology Resistant Materials Memphis Clock	Students will learn about the Memphis design group and how to influence their own designs from other designers inspiration. They will learn and develop a range of practical skills and finishing techniques to produce a clock they have designed that is inspired by Memphis.	Work is assessed holistically and will evidence students' ability to: Design that meets a design brief and shows some design influence Safely make a functioning clock using a range of practical skills and finishing techniques Evaluate their own work
	Food Technology World Foods	Students will learn how to cook safely and develop knowledge of world foods.	Work is assessed holistically and will evidence students' ability to: Show knowledge of British dishes and world foods. Apply knowledge to a range of dishes using a range of cooking techniques during practical tasks. Evaluate their own work
World Views	Hinduism	<ul style="list-style-type: none"> Explore our first dharmic faith. Examine the concept of Hinduism as a monotheistic faith and the various avatars of Brahman. Explore the core beliefs of the Hindu faith. 	Summative assessment: Various explain and evaluate questions on Hindu beliefs, festivals and an evaluative question on the Caste system.



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		<ul style="list-style-type: none">• Examine types and places of worship.• Explore festivals, their origins and meaning for Hindus today.• Evaluate the concept of the Caste system.	
PSHCE	RSHE Relationships, Sex, Health Education	<ul style="list-style-type: none">• Healthy relationships• Relationship boundaries & consent• Sexting (Youth Produced Sexual Imagery)• Upskirting• Managing conflict	Ipsative Assessment is used in PSHCE. This assessment method focuses on students assessing their own personal progress and growth against a set of 'I can' statements.