



QUEEN'S PARK HIGH SCHOOL

Year 8 – Half Term 3

Subject	Title	Unit Summary	Assessment
English	The Gothic	Students will study the Gothic genre, closely examining the works of key writers including Poe, Shelley, Stoker, Hill and Stevenson. They will develop their ability to use Gothic conventions in order to create compelling descriptive writing of their own.	1 hour creative writing task: Write a description based on a Gothic-inspired image.
Maths	U6 – Handling data	Understand different types of data. Construct tables and charts. Explore misleading data.	Application of knowledge and skills from the first 8 units of work through cumulative assessment (ALA 3): <ul style="list-style-type: none"> • Draw and interpret charts including bar and pie • Calculate averages and compare data • Calculate the size of angles using rules • Recognise different polygons
	U7 – Averages	Calculate mean, mode, median and range. Compare the averages of sets of data.	
	U8 – Angles (Triangles, quadrilaterals and angle rules)	Use and apply angle facts in 2D shapes and parallel lines. Recognise properties of polygons.	
Science	Physics 1 Forces, Magnets and Pressure (Teacher 1)	Students will learn about: <ul style="list-style-type: none"> • Forces; Balanced and unbalanced forces, friction, work done and moments. • Magnets and electromagnets and their uses. • Pressure in solids and fluids. 	Demonstrate knowledge and understanding of investigative science and experimental procedures to obtain results used to make conclusions in a practical assessment on how the number of coils changes the strength of an electromagnet. To demonstrate knowledge, apply understanding and analyse information in an end of unit test on physics 1 content with cumulative knowledge from year 7 physics 1.
	Chemistry 2 Separating Techniques, the Atmosphere and Resources (Teacher 2)	Students will learn about: <ul style="list-style-type: none"> • Separating mixtures; filtration, evaporation, chromatography, distillation and solubility. • The atmosphere and global warming. • Recycling and life cycle assessments. 	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 temperature on solubility. To demonstrate knowledge, apply understanding and analyse information in an end of unit test on chemistry 2 content with cumulative knowledge from chemistry 1 and year 7 chemistry 2.
History	The British Empire	Understand the causes and consequences of Britain's successful achievement and eventual loss of dominating the socio/economical and	Questions, source analysis and extended writing task



QUEEN'S PARK HIGH SCHOOL

Year 8 – Half Term 3

Subject	Title	Unit Summary	Assessment
		political world landscape from the mid 17 th to mid 20 th Centuries	
Geography	How well do you know the UK?	<ul style="list-style-type: none"> What is the difference between the UK, Great Britain and the British Isles? How is our country run? How has the population of the UK changed? 	Students will complete a mixed-question 45 minute ALA. This will include a combination of multiple choice and long answer questions on the impacts of population change.
Spanish	My Family and I	<ul style="list-style-type: none"> Describing yourself and your family. Talking about age and physical appearance using <i>ser</i> and <i>tener</i>. 	Listening focus 30 minute assessment listening assessment including multiple choice, gap fill and listening comprehension questions.
Computing	Mobile App Development	Using event-driven programming to create an online gaming app using AppLab	Self and teacher assessment of apps created Multiple choice assessment, testing knowledge of computational thinking
PE	Each class will be learning a different sport so please refer to the curriculum section of the school website.		
Drama	Titanic	Students explore class and status through characterisation , creating a character who would have been on the ship at the time it set sail. Key historical facts are taught, whilst also allowing students the opportunity to devise key moments from their character's journey.	PERFORMANCE: Through the use of mime, slow-motion, cross-cut and monologue students will work in small groups to develop and perform a scene which depicts the night of the Titanic disaster (prior to, and after the ship hits the iceberg).
Art	Landscape	Students generate ideas and experiments, using materials and techniques around the theme of landscape. They will use composition and colour to create depth and space as well as using patterns found in the landscape to create a series of different responses in print and clay.	Work is assessed holistically and will evidence students' ability to: <ul style="list-style-type: none"> Research and develop ideas from the study of Claire Bremner and Adrian Homersham. Explore and refine the use of drawing and painting materials, with different tools and techniques. Observe and record space and depth using colour, shape, pattern and texture. Respond and present a landscape painting.
Music	Samba	<ul style="list-style-type: none"> Develop percussion skills by performing together and creating rhythms and textures 	Practical: Performing - Samba percussion ensemble Composing - a group composition for a percussion ensemble



QUEEN'S PARK HIGH SCHOOL

Year 8 – Half Term 3

Subject	Title	Unit Summary	Assessment
		<ul style="list-style-type: none"> Learn about the feature and role of Samba music in a Brazilian Carnival Listening to music and identifying the use of musical elements; rhythm, tempo, dynamics and texture 	<p>Written:</p> <p>Listening - appraisal questions identifying the use of the elements of music in examples of Samba music</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.		
	<p>Design Technology Textiles Day of the Dead Cushion</p>	<p>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.</p>	<p>Work is assessed holistically and will evidence students' ability to:</p> <p>Design that meets a design brief of the Mexican Day of the Dead and shows some design influence.</p> <p>Make a cushion using a range of practical skills in transfer print, applique, hand stitch and sewing machine skills.</p> <p>Evaluate their own work.</p>
	<p>Design Technology Resistant Materials Memphis Clock</p>	<p>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.</p>	<p>Work is assessed holistically and will evidence students' ability to:</p> <p>Design that meets a design brief and shows some design influence</p> <p>Safely make a functioning clock using a range of practical skills and finishing techniques</p> <p>Evaluate their own work</p>
<p>Food Technology World Foods</p>	<p>Students will learn how to cook safely and develop knowledge of world foods.</p>	<p>Work is assessed holistically and will evidence students' ability to:</p> <p>Show knowledge of British dishes and world foods.</p> <p>Apply knowledge to a range of dishes using a range of cooking techniques during practical tasks.</p> <p>Evaluate their own work</p>	
World Views	Christianity	<ul style="list-style-type: none"> Explore core Christian beliefs and texts. Examine the concept of denominations and their differences and similarities. Explore the life and teachings of the biblical Jesus. Compare the Jesus of the bible to the Jesus of history. 	<p>Formative assessment question: Create a guide to the life of Jesus with key events. Compare how Jesus is viewed within Abrahamic faiths.</p> <p>Summative assessment question: How well does 'The Lion, the Witch and the Wardrobe' tell the story of Jesus' death and resurrection?</p>



QUEEN'S PARK HIGH SCHOOL

Year 8 – Half Term 3

Subject	Title	Unit Summary	Assessment
		<ul style="list-style-type: none">• Study the crucifixion and the resurrection of Jesus and examine their significance.• Evaluate Narnia as a metaphor for the life, death and resurrection of Jesus.	
PSHCE	Autonomy & Advocacy	<ul style="list-style-type: none">• Stereotypes, prejudice and discrimination• Diversity, inclusivity and equality• Protected Characteristics as defined by the Equality Act 2010• British values	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.