



# QUEEN'S PARK HIGH SCHOOL

## Year 8 – Half Term 6

Subject	Title	Unit Summary	Assessment
English	<b>Writers' viewpoints: comparing non-fiction texts</b>	Students will study a range of non-fiction texts from both 19 <sup>th</sup> century and contemporary sources, exploring the effects of these different contexts upon how the writers present their viewpoints. They will examine the writers' use of persuasive and rhetorical devices before using these to create their own persuasive pieces on a range of topics.	<b>1 hour persuasive writing task:</b> Write a persuasive speech arguing for improved conditions in prisons.
Maths	<b>U13 - Probability</b>	Understand and use the probability scale and language of probability. Understand relative frequency and theoretical probability.	Application of knowledge and skills from all units of work through END OF YEAR cumulative assessment to assess all work covered during the year.
	<b>U14 – Symmetry, tessellations and accurate drawing</b>	Constructing 2D shapes. Use symmetry and tessellations to investigate the shapes.	
Science	<b>Biology 2</b> <b>Photosynthesis, Respiration and Ecology</b>  <b>(Teacher 1)</b>	Students will learn about: <ul style="list-style-type: none"> <li>• Aerobic and anaerobic respiration.</li> <li>• Leaf structure and photosynthesis.</li> <li>• Ecology; food chains, bioaccumulation, the carbon cycle, decay and biodiversity.</li> </ul>	Demonstrate knowledge and understanding of investigative science and experimental procedures to obtain results used to make conclusions in a practical assessment <b>on the effect of light intensity on the rate of photosynthesis.</b>  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.
	<b>Physics 2</b> <b>Heat Transfers and Waves</b>  <b>(Teacher 2)</b>	Students will learn about: <ul style="list-style-type: none"> <li>• Heat transfers; conduction, convection and radiation.</li> <li>• Types of waves and the wave equation.</li> <li>• Sound, ultrasound and the ear.</li> </ul>	Demonstrate knowledge and understanding of investigative science and experimental procedures to obtain results used to make conclusions in a practical assessment <b>on the effects of different insulating materials.</b>  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.
History	<b>Civil Rights in Britain</b>	Examine the impact of the abolition of the slave trade in Britain and its socio/political legacy throughout the UK	Source analysis, extended writing



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Geography	Tropical Rainforests	<ul style="list-style-type: none"> <li>Where are tropical rainforests located?</li> <li>How do plants and animals survive in the tropical rainforests?</li> <li>Opportunities and challenges in the tropical rainforest.</li> </ul>	Students will complete a mixed-question 45 minute ALA. This will include a combination of multiple choice and long answer questions on the opportunities and challenges in tropical rainforests.
Spanish	Where You Live	<ul style="list-style-type: none"> <li>Describing what there is and is not where you live.</li> <li>Using modal verbs to say what you can and can't do where you live.</li> <li>Using the conditional tense to say where you would like to live in the future.</li> </ul>	<b>Writing focus</b> 1 hour writing assessment to produce a leaflet about a city.
Computing	Introduction to Python Programming	Learning about and applying the programming constructs of sequence, selection and iteration	Formative assessment of programs created throughout the unit Summative assessment testing knowledge of syntax and logic in Python
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.	<b>PERFORMANCE:</b> Students will rehearse and perform scenes which lead into 'action' songs. For HT6, Shrek 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 Megan McGlynn and James Gulliver Hancock's illustrations. Students create a 3D building.	Work is assessed holistically and will evidence students' ability to: <b>Research and develop</b> ideas from the study of Megan McGlynn and James Gulliver Hancock. <b>Explore and refine</b> the use of drawing, painting and construction skills. <b>Observe and record</b> architectural shapes and patterns using line, colour and textures. <b>Respond and present</b> a range of drawing painting and an architecture model.
Music	Music in the Media	<ul style="list-style-type: none"> <li>Exploring the different ways in which music is used in the media. Including knowledge of the use of the elements of music.</li> <li>Composing to a brief - create music for a TV advertisement</li> </ul>	<b>Practical:</b> Performing - keyboard skills assessment of a piece of music used in the media Composing - compose music for video advertisement for a drink  <b>Written:</b>



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		<ul style="list-style-type: none"> <li>Developing keyboard skills by playing melodies used in the media on the keyboard (both hands together)</li> </ul>	<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	<b>Students complete a rotation of the 3 topics below over the course of the year.</b>		
	<b>Design Technology</b> <b>Textiles Day of the Dead Cushion</b>	<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>
	<b>Design Technology</b> <b>Resistant Materials</b> <b>Memphis Clock</b>	<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>
	<b>Food Technology</b> <b>World Foods</b>	<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	Buddhism	<ul style="list-style-type: none"> <li>Explore core beliefs of the philosophy of Buddhism.</li> <li>Examine the life of Siddhartha Guatama and how he became the Buddha.</li> <li>Explore key concepts – the eightfold path, the four noble truths and the five precepts.</li> <li>Examine how Buddhists meditate and the life of a Buddhist monk.</li> </ul>	<p><b>Summative assessment:</b></p> <p>Various short multiple choice questions and a longer extended writing piece.</p> <p>“The Four Noble Truths are the most important Buddhist teaching.”</p> <p><b>Evaluate this statement.</b></p>
PSHCE	RSHE	<ul style="list-style-type: none"> <li>Healthy relationships</li> <li>Relationship boundaries &amp; consent</li> </ul>	<p>Ipsative Assessment is used in PSHCE. This assessment method focuses on students</p>



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	<b>Relationships, Sex, Health Education</b>	<ul style="list-style-type: none"><li>• Sexting (Youth Produced Sexual Imagery)</li><li>• Upskirting</li><li>• Managing conflict</li></ul>	assessing their own personal progress and growth against a set of 'I can' statements.