Year 8 Curriculum Newsletter: HT2 November 2026

Subject	Overview
Mathematics	Students will study the following: • **Coordinates and Graphs:** Students will learn about the Cartesian plane and how to work with coordinates in all four quadrants. They will learn how to work with a variety of straight-line graphs, horizontal and vertical as well as in the form $y = mx + c$. They will learn to work with gradients both positive and negative, find midpoints of line segments and also explore non-linear graphs. • **Multiplying and Dividing Fractions:** Students will learn how to multiply and divide fractions with integers and fractions. They will build on this later in the module by working with algebraic fractions. • **Symmetry and Reflection:** Students will learn how to identify a line symmetry and rotational symmetry of shapes. • **Area, Density and Volume:** Students will learn how to identify 2D and 3D shape, find the area of 2D shapes and the volume of cubes and cuboids. They will then build on this as they learn about density as well as solving area and volume problems in mathematically similar shapes. • **Homework:** Sparx Maths homework will be set weekly throughout this half term, set on a Monday, due to the following Monday. • **Assessments** w/c 16th November 2026 – Algebraic Manipulation End of Unit Assessment w/c 30th November 2026 – Coordinates and Graphs End of Unit Assessment w/c 7th December 2026 – Multiplying and Dividing Fractions End of Unit Assessment w/c 4th January 2027 – Term 1 Assessment
English	Students will continue to study the following: **The Social Outsider** • **Gothic Writing:** Following their study of Frankenstein, students will now learn how to write their own piece of gothic literature with a focus on describing the setting • **Homework**: Students should complete at least 20 points each week on Bedrock Learning by completing vocabulary and grammar lessons. • Assessment: Students will have a marked piece in week 4. This will be a short description, which will receive feedback but no grade. Their assessment will take place in week 6, which will be a full description of a gothic setting and will be graded.
Science	Students will study the following: • **Waves:** Students will continue in their study of waves. • **Earth and the Solar System:** Students will explore the Earth's structure and its atmosphere before learning about the rock cycle and scientists use rock samples to collect evidence of the Earth's history. Students will then look at the position of the Earth within our solar system and how the planet interacts with other celestial bodies such as the moon and the sun. Students will use models to understand and explain how the position of the Earth, moon and sun causes changes on our planet such as day cycles, years, and seasons. Finally, students will research the different methods scientists use to explore outer space. • **The Periodic Table:** Students learn about the periodic table by understanding the basic information given for the elements, such as the name, symbol, atomic number, and atomic mass. They also learn about the arrangement of atoms, the number of protons, electrons, and neutrons, and the characteristics and relationships between atoms and groups of atom. **Homework:** Students will complete a weekly homework consisting of an 'Activation' activity relating to the 'can define' terminology and an 'Application' task relating to the 'students know' part of the curriculum.

	Assessments: Term 1 Assessment WC: 11th January 2027
French	Students will continue to study the following: • **Introduction to France and French:** Students will study the phonics and key verbs to begin study of the language. They will be able to introduce themselves and give personal information. • **Grammar:** Students will be able to ask and answer questions, as well as understand masculine and feminine adjectives. • **Homework:** will be set online throughout the half term. The summative assessment will be a Speaking and Listening assessment. Information can be found on the Knowledge Organiser. Students will then begin Topic 2: Festivals. • **Festivals:** Students will achieve an understanding of different celebrations in France. • **Grammar:** Students will use of 3rd person verb phrases to add complexity to their writing. • **Homework:** Homework will be set on online throughout the half term.
German	Students will continue to study the following: • **Free-time** Students will develop their knowledge on sports and music vocabulary. They will also develop their understanding of past tense. **Homework:** will be set online throughout the half term. Summative assessment will be completed in this half term. It will be a speaking and listening assessment and further information is on the Knowledge Organiser for this topic. Students will then begin to study: • **'Ballon' Film study** Students will study the film 'Ballon' which is set in 1979 East Germany. They will develop an understanding of modern history as well as their vocabulary for describing characters and film genres. **Homework:** Students complete the assignments on Linguascope. Summative assessment will be completed next half term.
Communication Studies	Students will study the following: **Mini Magistrates:** In this topic, students will begin to understand the roles and responsibilities in a magistrates' court. Students will begin to understand how to draft an opening speech as a prosecuting and defending solicitor, as well as examining some of the rules of law. Students will build on their problem-solving skills from Year 7 to present and challenge the case in 'court' at the end of the half term.
Geography	Students will study the following: • **'Why do coastlines change over time?'** • **Coastal processes and landforms:** Understand how waves cause erosion (hydraulic action, abrasion, attrition and solution), transportation (longshore drift) and deposition. Explore how these processes shape coastal landforms, including cliffs, wave-cut platforms, caves, arches, stacks, beaches, spits and bars. • **Coastal management:** Investigate how coastal erosion and flooding affect people, settlements and the environment. Compare hard engineering strategies (sea walls, groynes and rock armour) with soft engineering approaches (beach nourishment, dune regeneration and managed retreat), evaluating their costs, benefits and environmental impacts. • **Assessment**: 'Why do coastlines change over time' end of unit assessment, in the last two weeks of term.
History	Students will study: The Battle of Hastings: How did William I establish control after his conquest? **1.** What was life like in Anglo Saxon England? **2.** Who had a claim to the English throne in 1066? **3.** What happened before the battle of Hastings? **4.** Who fought at the Battle of Hastings?

	5. What were the key events of the Battle of Hastings? 6. News report on Hastings 7. Why did William of Normandy win? 8. How did William the Conqueror control England? 9. Why did William build Motte and Bailey Castles? 10. Why did people rebel against William? 11. What was the impact of the Harrying of the North? 12. Why did William order the creation of the Domesday book (local history) 13. How did the Feudal system help Willian control England? Assessment: Key concepts from the Roman and Norman conquest units
Religion, Ethics and Philosophy	Students will study the following: **How can you recognise Jesus' teachings today?** • **What is in the cannon?** Exploring: - The origin of Bible, the importance of St Paul, the Old Testament, and the New Testament. • **How do I read the Bible?** Exploring: The different writings in the Bible and their importance on authority, why and when might Christians read the Bible and its relevance in today's modern Britain. • **How do Christians agree?** Exploring: the origin of the Nicene Creed, the doctrines formed from the Nicene Creed, Christians understanding of the role of God, Jesus, and the Holy Spirit. • **What did Jesus say?** Exploring: the different teachings of Jesus and students' interpretations of them in modern day Britain, how might we see the beatitudes in action today? • **What is the moral of the story?** Exploring: The parable of the lost sheep, importance of forgiveness and reconciliation, how can you see the parables in action in the world today? Stories of guidance for establishing morals, the good Samaritan, ideas of treating people with kindness, treating everyone equally without prejudice or discrimination. • **Homework:** Revise and reflect for our end of unit assessment.
PSHE	Students will study the following: **Health and wellbeing:** General health & wellbeing, mental health, positive body image, child abuse, types of bullying, healthy eating and stress management.
PE	Students will study the following: X and Y: I: Football and OAA B: OAA and Netball A: Badminton and Gymnastics E: Gymnastics and Football
Design and Technology	In the 'Create' project students will study the following: • **Design Ideas**: Students will create a series of freehand sketches of design ideas that meet the design brief. In the 'Food & Nutrition' project students will study the following: • **Food Provenance**: Students will achieve an understanding of where our food comes from and whether foods are grown, caught or reared. Students will then look at the difference between primary and secondary processing and farming methods. Students will be able to identify seasonal foods and understand the concept of food miles. • **Food Waste**: Students will understand the impact that food waste has on the environment and will be able to suggest ways to reduce waste. In the 'Skills' project students will study the following:

	• **3D CAD**: Students will learn the basics of a 3D CAD program (OnShape) to design and make a 3D Printed book holder. **Assessment** Ongoing assessment on design skills in project booklets. Written exam paper on theory topics covered to date. Including Seneca tasks to confirm foundational knowledge can be recalled. **Homework** Materials assignment - Seneca Future Chef Junior Bake Off Competition.
Art Textiles	Students will study the following: **Plant Project** Students will develop the skills and knowledge learnt in Year 7 by completing the following: • Colour Theory, • Painting based on the artist Georgia O'Keeffe, • Clay model based on plants, • Press print based on plants, • Analysing the work of Artists. • Annotating their artwork. **Assessment:** In line with what to expect at GCSE students are marked on their sketchbook and homework pieces.
Music and Performing Arts	In Music, students will study the following: **Topic: Development of the Blues** • **Listening/ Appraising**: 1800's-1950's Music. Identify instruments, rhythm, musical features, Blues, Jazz, Rock'n'roll • **Understanding**: Origin and context of blues music. Slavery, Development of the blues, timeline of Blues, Jazz and Rock'n'roll leading on to links for Grease • Keywords and timeline • Jazz instruments – trumpet, trombone, saxophone, double bass – jazz bands • **Performing**: 12 bar blues. When the Saints, Rock n roll, Improvisation, walking bassline, instrumental technique • Assessment: Blues Performance In Performing Arts, students will study the following: • **Topic: Musical Theatre Grease** • **Skills**- Development of physical and vocal skills, responding to direction and reviewing skills. • **Understanding** -key characteristics of the rock and roll style of dance and naturalistic acting techniques. Historical understanding of the 1950s culture and the storyline/characters in Grease. • **Performing**- Small groups scripted acting performance, whole class production company performance including singing and dancing. **Homework** • Microsoft forms Quiz on physical skills, vocal performance skills and their knowledge of Grease. • Learning Lines, choreography, or lyrics for their group performance.
Computing	Students will study the following: Networks including: Topologies and protocols Hardware and topologies

	Wired and wireless networks The internet and the world wide web Assessment: Be able to identify different networks Pick the right pieces of hardware for a network and the right topology Homework Finding real world examples of networks Identify different pieces of hardware Advantages and disadvantages of different networks