



YEAR 8 CURRICULUM INFORMATION



ST JOSEPH'S
CATHOLIC HIGH SCHOOL
LIVING • LOVING • LEARNING

Our Year 8

St Joseph's is a school where we know our pupils, care for them and we treat each other like a family. The theological virtues of Faith, Hope and Love are at the heart of what St Joseph's does. This results in a curriculum that instills within our pupils a love of self and a love of others, the virtues of faith, hope and love and opportunities to explore Catholic Social Teaching. We promote care and respect for all and expect high standards in all aspects of school life.

Our curriculum is designed to offer a broad and balanced curriculum which is both stimulating and challenging, meeting the needs of the full ability range of all our pupils. Our rich curriculum prepares all our pupils to be successful and ready for the next stage of their lives to flourish. Our curriculum fosters high levels of independent learning. We have high aspirations for all our pupils and have bespoke intervention to support the needs of individual pupils who may not be reaching their full potential, we implement a series of interventions to ensure that pupils achieve their best.

Our curriculum is designed to build on the good work of our partner primary schools to acquire a depth of knowledge, skills and understanding across all subjects that enables pupils to achieve their very best. We regularly review and adapt our curriculum so that it meets the needs and interests of all our pupils to enhance their learning.

Our Curriculum encourages our pupils to have high levels of literacy, oracy, numeracy and a love of reading, that will support and build the confidence of our pupils to know more. We support our pupils with a range of additional opportunities, extra-curricular activities and experiences to develop themselves as an individual who are ready to meet the next challenge in their lives. We believe that learning should be interesting and enjoyable. While we support pupils to develop their knowledge and skills, we encourage them to ask questions, develop resilience in their learning and build confidence in their own abilities.

Our curriculum is regularly reviewed and refined so that it meets the personal needs and interests of all our pupils, supporting and challenging everyone, while respecting the dignity of the individual. Pupil progress is tracked across all years with regular reports sent home to provide information to parents and carers.

Our curriculum is designed to meet the needs of our young people, preparing them for adult and working life. It provides a secure learning environment, that has a rigorous academic and vocational curriculum with high expectations and best practice in teaching and learning based upon 'The Greater Teacher Toolkit', enhanced by pastoral care.

Year 8 Curriculum Time

SUBJECT	NUMBER OF LESSONS PER WEEK
ENGLISH	4
MATHEMATICS	4
SCIENCE	4
RELIGIOUS EDUCATION	3
COMPUTER SCIENCE	1
GEOGRAPHY	2
HISTORY	2
ART & DESIGN	1
DESIGN TECHNOLOGY - ENGINEERING & TEXTILES	1
DESIGN TECHNOLOGY - FOOD SCIENCE	1
PHYSICAL EDUCATION	2
MUSIC	1
MODERN FOREIGN LANGUAGE - SPANISH	2
PERSONAL DEVELOPMENT - PHSE	1

English

Purpose of Study

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

Year 8 Teaching Units - *What will your child study?*

Half Term 1 - Animal Farm

What does the novella Animal Farm demonstrate about the negative impacts of misusing power?
How does George Orwell use allegory to teach us about the danger and suffering because of the misuse of power?
Why is it important to learn and understand the morality of using power?

Half Term 2 - Animal Farm

What do we mean by an alternative narrative?
How do we develop creativity through our writing using our knowledge about Animal Farm?
Why is it important to practise and develop writer's craft?

Half Term 3 - Study of the Art of Rhetoric

What is rhetoric?
How do we understand and recognise rhetoric in powerful speeches?
Why is the art of rhetoric important to express our viewpoints in a persuasive way?

Half Term 4 - Demonstration of the Art of Rhetoric

What do we need to produce to demonstrate the art of rhetoric in our speech writing?
How do we apply rhetorical devices to effectively express our viewpoints?
Why is it important to be able to express our opinions eloquently?

Half Term 5 - Macbeth

What is the significance of how power could corrupt human minds?
How does Shakespeare craft characters to demonstrate the theme of power in the play?
Why is it important to learn about the context of the play to appreciate the key elements of the play?

Half Term 6 - Macbeth

What makes an effective argument in a debate?
What is script writing and what is involved?
How do we collaborate our ideas and opinions to develop our oracy skills?
Why is it important to use the art of rhetoric in preparation for a debate, and why is it impactful to its success?
Why is it effective to use script writing as a tool for our creative experience as a playwright?

Mathematics

Purpose of Study

Mathematics is a creative and highly interconnected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. A high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.

Year 8 Teaching Units - *What will your child study?*

•Half Term 1 and 2

- Unit 1 – Ratio and scale
- Unit 2 – Multiplicative change
- Unit 3 – Multiplying and dividing fractions
- Unit 4 – Working in the Cartesian plane
- Unit 5 – Representing data
- Unit 6 – Representations: Tables and probability

•Half Term 3 and 4

- Unit 7 – Brackets, equations and inequalities
- Unit 8 – Algebraic techniques: Sequences
- Unit 9 – Algebraic techniques: Indices
- Unit 10 – Developing number: Fractions and percentages
- Unit 11 – Developing number: Standard index form
- Unit 12 – Developing number: Number sense

•Half Term 5 and 6

- Unit 13 – Angles in parallel lines and polygons
- Unit 14 – Area of trapezia and circles
- Unit 15 – Developing geometry: Line symmetry and reflection
- Unit 16 – Reasoning with data: The data handling cycle
- Unit 17 – Reasoning with data: Measures of location
- Consolidation and Revision

Science

Purpose of Study

A high-quality science education provides the foundations for understanding the world through the specific disciplines of biology, chemistry and physics. Science has changed our lives and is vital to the world's future prosperity, and all pupils should be taught essential aspects of the knowledge, methods, processes and uses of science. Through building up a body of key foundational knowledge and concepts, pupils should be encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. They should be encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes.

Year 8 Teaching Units - *What will your child study?*

Half Term 1

- The periodic table
- Metals and non-metals
- The groups and periods
- The elements of group 1
- The elements of group 7
- The elements of group 0
- Separation techniques
- Mixtures
- Solutions
- Solubility
- Filtration
- Evaporation and distillation
- Chromatography

Unit 3 – Half Term 3

Health and lifestyle

- Nutrients
- Food tests
- Diet
- Digestive system
- Enzymes
- Drugs
- Alcohol
- Smoking

Biological processes

- Photosynthesis
- Leaves
- Plant minerals
- Aerobic respiration
- Anaerobic respiration

Half Term 5

Motion and pressure

- Motion graphs
- Pressure in gasses
- Pressure in liquids
- Pressure on solids
- Turning forces

Half Term 2

Electricity and magnetism

- Current and circuits
- Series and parallel
- Resistance
- Magnets and magnetic fields
- Electromagnets

Energy

- Food and fuel
- Energy adds up
- Energy transfer
- Energy and temperature
- Energy resources
- Energy and power
- Work, energy and machines

Motion and pressure

Half Term 4

Metals and other materials

Metals and acids

- Reactions of metals
- Extracting metals
- Ceramics
- Polymers
- Composites

The Earth

- The Earth and its atmosphere
- The rock cycle
- The carbon cycle
- Climate change
- Recycling

Half Term 6

- Food chains and webs
- Ecosystems
- Adaptation and inheritance
- Competition and adaptation
- Variation
- Inheritance
- Natural selection
- Extinction

Religious Education

Purpose of Study

Religious Education/Studies is at the heart of everything we do at St Joseph's. Our aim is to develop a sense of faith that will ignite pupils' appreciation of the world around them just as Jesus did through his mission; by nurturing pupils' gifts and talents and making learning active, fun and interesting.

Year 8 Teaching Units - *What will your child study?*

Y8 Unit 1 - Half Term 1

- What is the story of the Fall?
- What is the meaning of the Fall?
- What is sin?
- Why are God's commandments so important?
- Why have rules in the first place?
- What is conscience?
- What is the Sacrament of Baptism?
- Who should be baptised?
- What does love of neighbour mean today?
- How do artists depict Moses?

Y8 Unit 2 – Half Term 2

- What is a prophetic text?
- How does Jeremiah fulfil the prophetic pattern?
- Why do prophecies contain calls to repentance?
- How do prophecies call for care of the poor?
- Why do prophecies criticise external religion?
- Why do prophecies make warnings and promises?
- How are images and parables used in prophecies?
- Why do prophecies talk about a faithful few?
- How do prophecies show God as a judge of all nations?
- Why is John the Baptist important?
- How are lay people called to be witnesses of Christ?
- How is Advent connected to prophecy?
- What does the Church teach about superstition?
- How do Christmas carols reflect prophetic messages?

Y8 Unit 3 – Half Term 3

- How should we read scripture? What is the Kingdom of God?
- Who did Jesus encounter in his ministry?
- How did Jesus treat marginalised people?
- How did Jesus reach out to gentiles and women?
- What are parables? And what is eschatology?
- What are the miracles of Jesus?
- What did Jesus' miracles over sickness reveal?
- How does Jesus' ministry call us to enter the Kingdom?
- What is the Anointing of the Sick?
- Why are Catholics called to help in the refugee crisis?
- The refugee crisis and Father Damien of Molokai.

Y8 Unit 4 – Half Term 4

- Why do we suffer?
- Is there a meaning to suffering?
- Why is Jesus called the Suffering Servant?
- Why did God allow Jesus to suffer?
- How do Christians prepare during Lent?
- What is the Easter Triduum?
- What is the Sacrament of Reconciliation?
- Why is the Sacrament of Reconciliation important?
- Why does God allow suffering?
- How is the crucifixion shown through art?

Y8 Unit 5 and 6 – Half Term 5 & 6

- The Bible and the resurrection.
- The significance of the empty tomb.
- The disciples and the resurrection.
- The central truth of Christian faith.
- Do humans have a soul?
- What happens at the end of human life?
- Why is Baptism necessary?
- What are Catholic funeral rites?
- The Catholic belief in purgatory.
- Art and the Resurrection.
- The Second Vatican Council.
- Why is Ecclesiam Suam important?
- Different Catholic Churches.
- The Ukrainian Greek Catholic Church.
- Study of world religions.

Computer Science

Purpose of Study

A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

Year 8 Teaching Units - *What will your child study?*

Half Term 1 - Vector Graphics

- Use tools to draw and modify shapes
- Change the position and rotation shapes
- Explain how z-order determines what is visible
- Use tools to align and distribute objects to create uniformity
- Explain how grouping can be used to work with several objects at once
- Combine two shapes using union, intersection, and difference
- Explain that vector graphics are made up of paths
- Create and modify straight and curved paths
- Change shapes to paths and edit them
- Choose a project and plan a design
- Combine tools and techniques to create a vector image
- Evaluate the project against its given purpose
- Explain how markup defines what a vector graphic looks like
- Change an object by modifying its markup
- Plan improvements and implement them to develop a project
- Explain key differences between vector and bitmap images
- Outline which image type best suits which uses
- Evaluate their image against a rubric

Half Term 3 - App Development

- Understand the objectives and requirements of the Health and Fitness Tracker app.
- Recognise the importance of user-centred design principles.
- Be able to brainstorm and design my own version of the app, considering key features and user interface design.
- Understand key online safety concepts and their importance in app development.
- Identify specific online safety measures applicable to mobile apps.
- Identify online safety best practices and potential pitfalls.
- Understand the hardware components of mobile phones and their functions in app development.
- Recognize how hardware capabilities influence app functionality and user experience.
- Consider the implications of hardware limitations on the design and performance of mobile apps.
- Learn strategies for securely handling user data in app development.
- Understand the importance of user privacy and consent in app design and development.
- Explore the ethical considerations related to online safety in app development and identify ways to address them.
- Understand the app development process and tools used in mobile app development.
- Be able to start building the core features of my Health and Fitness Tracker app.
- Collaborate with peers to share ideas, solve problems, and provide feedback on app development progress.
- Continue developing my Health and Fitness Tracker apps.
- Collaborate with peers to troubleshoot problems, test app functionality, and provide feedback on each other's app development progress.
- Reflect on the app development experience and identify areas for improvement in future projects.

Half Term 5 - Artificial Intelligence

- Describe the difference between 'data-driven' and 'rule-based' approaches to application development
- Name examples of AI applications
- Outline some benefits and issues of using AI applications
- Define machine learning's relationship to artificial intelligence
- Name the three common approaches to machine learning
- Describe how classification can be solved using supervised learning
- Describe the impact of data on the accuracy of a machine learning (ML) model
- Explain the need for both training and test data
- Explain how bias can influence the predictions generated by an ML model
- Describe how decision trees are used to build a classification ML model
- Describe how neural networks are used to solve complex classification problems
- Describe how training data changes an ML model
- Explain why ML is used to create decision trees
- Describe the stages of the AI project lifecycle
- Use a machine learning tool to import data and train a model
- Test and examine the accuracy of an ML model
- Evaluate an ML model
- Produce a model card to explain an ML model
- Recognise the range of opportunities that exist in AI-related careers

Half Term 2 - Computing Systems

- Recall that a general-purpose computing system is a device for executing programs
- Recall that a program is a sequence of instructions that specify operations that are to be performed on data
- Explain the difference between a general-purpose computing system and a purpose-built device
- Describe the function of the hardware components used in computing systems
- Describe how the hardware components used in computing systems work together in order to execute programs
- Recall that all computing systems, regardless of form, have a similar structure ('architecture')
- Analyse how the hardware components used in computing systems work together in order to execute programs
- Define what an operating system is, and recall its role in controlling program execution
- Describe the NOT, AND, and OR logical operators, and how they are used to form logical expressions
- Use logic gates to construct logic circuits, and associate these with logical operators and expressions
- Describe how hardware is built out of increasingly complex logic circuits
- Recall that, since hardware is built out of logic circuits, data and instructions alike need to be represented using binary digits
- Provide broad definitions of 'artificial intelligence' and 'machine learning'
- Identify examples of artificial intelligence and machine learning in the real world
- Describe the steps involved in training machines to perform tasks (gathering data, training, testing)
- Describe how machine learning differs from traditional programming
- Associate the use of artificial intelligence with moral dilemmas
- Explain the implications of sharing program code

Half Term 4 - Binary Representations

- List examples of representations
- Recall that representations are used to store, communicate, and process information
- Provide examples of how different representations are appropriate for different tasks
- Recall that characters can be represented as sequences of symbols and list examples of character coding schemes
- Measure the length of a representation as the number of symbols that it contains
- Provide examples of how symbols are carried on physical media
- Explain what binary digits (bits) are, in terms of familiar symbols such as digits or letters
- Measure the size or length of a sequence of bits as the number of binary digits that it contains
- Describe how natural numbers are represented as sequences of binary digits
- Convert a decimal number to binary and vice versa
- Convert between different units and multiples of representation size
- Provide examples of the different ways that binary digits are physically represented in digital devices
- Apply all of the skills covered in this unit

Half Term 6 - Python Programming

- Describe what algorithms and programs are and how they differ
- Recall that a program written in a programming language needs to be translated in order to be executed by a machine
- Write simple Python programs that display messages, assign values to variables, and receive keyboard input
- Locate and correct common syntax errors
- Describe the semantics of assignment statements
- Use simple arithmetic expressions in assignment statements to calculate values
- Receive input from the keyboard and convert it to a numerical value
- Use relational operators to form logical expressions
- Use binary selection (if, else statements) to control the flow of program execution
- Generate and use random integers
- Use iteration (while loops) to control the flow of program execution
- Use variables as counters in iterative programs
- Combine iteration and selection to control the flow of program execution
- Use Boolean variables as flags

Geography

Purpose of Study

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. 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 processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the framework and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Year 8 Teaching Units - *What will your child study?*

Half Term 1 - Population

- Why is population rising?
- Where is everyone?
- Why is population distributed unevenly?
- How has the UK's population changed?
- How has Workington's population changed?
- What is population growth like around the world?
- Why is China's population growth so rapid?
- Which countries have a shrinking population?
- What impact do we have on Earth?

Half Term 2 - Weather

- What two processes explain the weather?
- How is heat carried around Earth?
- How does air pressure impact our weather?
- Why is the weather of the UK so changeable?
- What is a depression?
- What are the three different types of rainfall called?
- What is a tropical cyclone?
- What factors impact our climate?
- How does the UK's climate compare to the rest of the world?

Half Term 3 - Urbanisation

- What is urbanisation?
- How did the Industrial Revolution impact Manchester
- Why is Manchester growing today?
- What is urbanisation like around the world?
- Why do people move to cities?
- What are slums and how do they develop?
- What is life like in Kibera?
- What would a sustainable city look like?

Half Term 4 - Climate Change

- How has the Earth's climate changed over time and how is it changing today?
- What evidence is there of climate change?
- What are the natural causes of climate change?
- What are the human causes of climate change?
- What are the impacts of climate change?
- What can we do to reduce the impacts of climate change?
- Is it time to say goodbye to fossil fuels?
- How can we generate energy using renewables?

Half Term 5 - Coasts

- What causes waves and tides
- How do waves shape the coastline?
- What landforms do waves create?
- What do we use the coast for?
- How do we use OS maps to recognise coastal features?
- How does the sea threaten the land?
- How can we protect places from the sea?

Half Term 6 - Asia

- What & where is Asia?
- How diverse is Asia?
- Where does everyone live & why?
- Why does Asia have lots of biomes?
- An introduction to China
- What is China's physical geography like?
- Is China's population growth still a problem?
- Is life the same across China?
- What is China's environment like?

History

Purpose of Study

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time

Year 8 Teaching Units - *What will your child study?*

Half Term 1

How did life change for ordinary people between 1750 and 1900?
What made Britain so powerful in the 19th Century?

Half Term 2

What was the British Empire?
How And Why did Britain Get an empire?
Was Britain's Empire 'Great' for everyone?

Half Term 3

What do we mean by Enslavement?
What was the Trans-Atlantic Slave trade?
What local links are there to the Trans-Atlantic slave trade?
What was the position of African Americans in society after the abolition of Slavery?

Half Term 4

How and why was segregation enforced?
How did African American people challenge segregation?
How equal is America today? Has anything changed? What progress has been made?
Who are the Windrush generation?
How racist was Britain in the 1960s and 70s
How equal is society today in Britain?

Half Term 5

What were the Causes of WW1?
What was life like in the Trenches?
Was General Haig a Hero?

Half Term 6

What was the cost of the First world war?
How do we remember the first world war?
Was the treaty of Versailles fair?

Art & Design

Purpose of Study

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Year 8 Teaching Units - *What will your child study?*

Half Term 1 & 2

Topic: Through the direct observation of an everyday, recognisable piece of packaging, e.g. sweet wrappers students will produce a painted study and experiment with mixed media to produce an effective collage which explores their ideas.

What will they learn?

- Lettering,
- use of guidelines,
- Under drawing,
- composition using a viewfinder,
- enlarging a view.

Half Term 3 & 4

Topic: The landscape, cityscape, urban environment or natural environment, will be the stimulus for a constructed textiles project, where students will be taught about a sense of place and use of textiles in Art. They will be taken through the Art journey, researching, drawing, and experimenting with a variety of techniques.

What will they learn?

- Wet felting,
- Needle felting
- Silk painting
- Textiles

Half Term 5 & 6

Topic: Exploration of Sealife. Aquatic & underwater form. Environmental issues, e.g. single use plastics to be discussed. Students will be taught how to evaluate and analyse creative works using the language of art, craft and design.

What will they learn?.

- Experimental relief printing,
- lino print,
- reduction (quink & sterilizer)
- negative & positive

Design & Technology

Purpose of Study

Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

Year 8 Teaching Units - *What will your child study?*

Half Term 1 & 2

In this Year 8 Design & Technology project, students will design a shop, café, or restaurant for Workington's high street. They will begin by researching the architectural style of existing buildings in the town and consider how new designs can complement and enhance the local environment. The project encourages students to think about the relationship between design and community, while developing their ability to work within real-world constraints such as location, purpose, and visual harmony. Throughout the project, students will generate ideas, sketch proposals, and create scaled drawings or models of their shopfront designs. They will be introduced to basic architectural principles, explore branding and signage, and learn how design choices affect public perception and usability. The project promotes creativity, problem-solving, and presentation skills, while giving students a taste of design in a professional context.

What students will learn:

How to analyse and respond to a design brief, understanding of architectural styles and local context, sketching and visual communication techniques, scale drawing and model-making skills, how branding and signage influence design and how to evaluate and present design ideas effectively.

Half Term 3 & 4

Students will design and create a mood light using LED technology. The project introduces them to the concept of lighting as both a functional and atmospheric design element. Students will explore how colour, shape, and materials can influence mood and ambience, and how lighting design is used in homes, public spaces, and commercial environments. They will be encouraged to think creatively while considering practical aspects such as safety, power sources, and user needs. Throughout the project, students will research existing lighting products, develop their own design ideas, and experiment with materials and construction techniques. They will learn how to incorporate LED components into their designs and build a working prototype that reflects their chosen theme or mood. The project promotes innovation, hands-on making, and problem-solving, while introducing basic electronics and product design principles.

What students will learn:

- How to respond to a design brief creatively and practically, the role of lighting in design and mood creation, basic electronics and how to safely use LED components, sketching and modelling techniques for product design, material selection and construction methods and evaluating and refining design ideas based on feedback

Half Term 5 & 6

Students will design and make a functional and creative pencil pot. The project introduces them to the basics of product design, including how to generate ideas, work with different materials, and use tools safely and accurately. Students will explore how everyday objects can be both practical and visually appealing, and they will be encouraged to personalise their designs. By the end of the project, each student will have produced a finished pencil pot that demonstrates their design thinking, making skills, and ability to evaluate their work.

What students will learn:

- How to follow a design brief and develop ideas, safe use of tools and workshop equipment, measuring, marking, cutting, and joining techniques, working with materials such as wood, card, or acrylic, how to evaluate and improve a product based on feedback and the importance of function and aesthetics in product design

Food & Textiles

Purpose of Study

Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

Year 8 Teaching Units - *What will your child study?*

Half Term 1 - "Bacteria Bites"

A project exploring food poisoning & food safety – looking at high risk foods such as chicken, eggs, milk. They will learn about; ·Food Hygiene, working with high risk foods, basic nutrients and better balance and proteins. Recipes will include Rock buns and Focacia.

Half Term 2 - "Health Eating"

In this Year 8 Food and Nutrition project, students will explore the principles of healthy eating by learning about the basic nutrients our bodies need and how to create a balanced diet. They will investigate the roles of carbohydrates, proteins, fats, vitamins, and minerals, and understand how each contributes to energy, growth, and overall wellbeing. Through practical cooking sessions, students will apply their knowledge by preparing a range of recipes such as rugelach, cookies, and taking part in a milk taste test, while considering how ingredients and preparation methods can be adapted to support healthier choices

Half Term 3 & 4 "Energy and Nutrients"

In this food and nutrition project, students will learn about the different types of foods that provide energy, with a particular focus on carbohydrates and the importance of eating a balanced breakfast. They will explore why energy-giving foods are essential for growth, concentration, and overall health, and how vital nutrients, vitamins, and minerals contribute to a balanced diet. Through practical cooking sessions, students will apply their knowledge by preparing a range of recipes such as pancakes, lemon drizzle cake, breakfast bars, and toad in the hole, helping them understand how to make nutritious and enjoyable meals.

Half Term 5 & 6 - "Fugly dolls"

Students will design and make their own 'Fugly Doll'—a unique, character-based soft toy that celebrates individuality and imaginative design. The project introduces students to key textiles skills including hand and machine sewing, pattern making, and fabric manipulation. Students will explore how texture, colour, and embellishment can be used to express personality and emotion through design.

Working from initial sketches, students will develop their ideas into a final product using a range of fabrics and decorative techniques. They will learn how to follow a design brief, create paper patterns, and safely use tools and equipment to construct their doll. The project encourages creativity, problem-solving, and personal expression, while building confidence in practical making skills.

Students will learn how to respond to a design brief creatively, some basic hand and machine sewing techniques and pattern making and fabric cutting skills. They will explore the safe use of textiles tools and equipment, how to use embellishments to enhance design and will evaluate and improve their final product

Physical Education

Purpose of Study

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

Year 8 Teaching Units - *What will your child study?*

Half Term 1

What are the skills, the laws (rules), the tactics and the components of fitness required for Netball & Hockey?

What are the key teaching points needed to be able to perform the key skills in these sports?

Netball:

How can you use footwork in netball?

How can we pass effectively using different types of pass, over increasing distances?

What is the correct way to shoot with accuracy?

How can we defend in different situations?

What are the rules and tactics needed in gameplay?

Hockey:

What is the correct grip?

How do you pass and receive in hockey on the move?

How to play a safe block tackle?

How do you shoot with increasing accuracy?

What are some basic tactics to outwit an opponent?

What are the rules needed in gameplay?

Why is it important that we remain physically active? How can participation in Netball & Hockey contribute to a healthy and active lifestyle?

Half Term 2

Half Term 2

What are the skills, the laws (rules), the tactics and the components of fitness required for Basketball & Rugby?

What are the key teaching points needed to be able to perform the key skills in these sports?

Basketball:

What is needed for consistently controlled ball handling?

How do we effectively dribble a basketball at pace?

How do you effectively carry out a set shot accurately?

How do you defend effectively in different situations?

What are the major rules which need to be followed?

Rugby:

How do you carry a rugby ball at speed in a game?

How do you play an accurate pass in rugby?

How can you tackle effectively against different attackers?

What formations can you use to outwit your opponents?

What rules need to be followed?

Why is it important that we remain physically active? How can participation in Basketball & Rugby contribute to a healthy and active lifestyle?

Half Term 3

What are the skills, the laws (rules), the tactics and the components of fitness required for Trampolining & Football?

What are the key teaching points needed to be able to perform the key skills in these sports?

Trampolining:

What is meant by the term aesthetic quality and how do we ensure it occurs?

What are the major safety considerations when trampolining?

How do we maintain good, consistent height in our bounces throughout a sequence?

How do we execute basic shapes with control and good aesthetic quality?

How do we execute basic landings with control?

Football:

How do we pass a ball with control over short and longer distances?

How do we dribble with good control at pace?

How do we shoot to ensure the ball goes on target consistently?

What are the basic principles of defending?

What are the rules of football we need to follow?

Why is it important that we remain physically active? How can participation in Trampolining & Football contribute to a healthy and active lifestyle?

Half Term 5

What are the skills, the laws (rules), the tactics and the components of fitness required for Badminton & Rounders?

What are the key teaching points needed to be able to perform the key skills in these sports?

Badminton:

What is the correct grip and ready position needed in badminton?

How do you play an overhead clear with power?

How do you play different types of serve?

How do you play an underarm clear with power?

What are the rules and tactics needed in singles and doubles to outwit?

Rounders:

What are the principles needed when fielding to ensure consistently effective catching and throwing?

What are the principles of batting to outwit?

What are the principles of bowling; using varying bowling styles?

What is the scoring system in rounders?

How can you use tactics to outwit the opposition?

Why is it important that we remain physically active? How can participation in Badminton & Rounders contribute to a healthy and active lifestyle?

Half Term 4

What are the skills, the laws (rules), the tactics and the components of fitness required for Dance & Outdoor Adventurous Activities?

What are the key teaching points needed to be able to perform the key skills in these sports?

Dance:

How can you recreate movements in time to different genres of music?

What is meant by the term choreography and what makes for creative dance creation?

How can you use levels in dance?

Outdoor adventurous activities:

What are the principles of orienteering to ensure you move accurately and quickly over an area?

What is meant by the term 'pacing' in orienteering?

How can you work as a team to solve problems?

Why is it important that we remain physically active? How can participation in Dance & Outdoor Adventurous Activities contribute to a healthy and active lifestyle?

Half Term 6

What are the skills, the laws (rules), the tactics and the components of fitness required for Athletics & Tennis?

What are the key teaching points needed to be able to perform the key skills in these sports?

Athletics:

What are the principles to apply when jumping for distance and height?

What are the techniques needed for shot putting?

What are the fundamental techniques needed to pass a baton in the relay at pace?

What are the principles of effective sprinting; including the sprint start?

Tennis:

What is the correct grip in tennis?

How do you play an accurate forehand?

How do you play an accurate backhand?

What are some tactics you can use during singles and doubles gameplay?

What are some rules which must be followed in singles and doubles?

Why is it important that we remain physically active? How can participation in Athletics & Tennis contribute to a healthy and active lifestyle?

Personal Development:

PSHE, R(H)SE & Citizenship

Purpose of Study

At St Joseph's we are inspired by Jesus to assist all our students to become well-rounded, morally purposed individuals. We believe our responsibility to educate students extends beyond their academic studies. Our Personal Development curriculum is carefully designed to instil our core virtues, ensure our students understand the wider world and their place within it and enrich their wider experience so that they are well placed to thrive in modern society.

We insist on a curriculum that removes the notion of disadvantage, encourages resilience, provides equity and equality of opportunity and instils independence and aspiration in our students, so they can become hard working, respectful, loving and compassionate Catholic citizens who are ready to make a difference. Personal Development incorporates:

- Social, Moral, Spiritual and Cultural (SMSC) Education
- Religious Education
- Relationships, Sex and Health Education (RSHE)
- Personal, Social and Health and Economic Education (PSHE)
- Careers Information, Advice and Guidance (CEIAG)
- Character Education
- Citizenship and British Values
- E-Safety
- Extra-curricular activities and wider opportunities
- Philosophy, Politics & Economics

Year 8 Teaching Units - *What will your child study?*

Half Term 1 - Health & Wellbeing

How do we deal with change?
Why is it important to appreciate differences?
What is our identity and what affects it?
What is personal hygiene and why is it important?
How do we maintain good levels of personal hygiene?

Half Term 3 - Mental Health

How do I regulate my feelings?
Why are feelings important?
Why do we need good sleep?
How does sleep affect our learning?
What are the impacts on the body if we do not get good sleep?
What is anxiety?
Why is it important to talk about our anxiety?
What can we do to help when we are feeling anxious?

Half Term 5

What do we need to know about our lives online?
What is an online relationship and how do you keep yourself safe?
What are county lines?
What do you need to do if you or someone you know is involved in county lines?
What is vaping?
Why is vaping dangerous?
What help and support can you get to help you stop vaping?

Half Term 2 - CEIAG

A number of sessions in a computer suite using Unifrog, our Careers Education, Information, Advice and Guidance platform.

Half Term 4 - Personal Relationships

What are the joys and challenges of issues around pregnancy?
What is a Miscarriage and what help and support are available?
Why are some relationships tough? (Referring to friendships, intimate and family relationships.)
What can you do to manage conflict in relationships?
How do you ensure that you are always safe in a relationship?

Half Term 6

What do we mean by 'Living in the Wider World'?
Why is it important for us to understand how we fit into the world around us?
What are Fundamental British Values?
Why is it important that we understand Fundamental British Values?
What is democracy and why is it important to understand it?
What is debating and why is it an important skill?

Music

Purpose of Study

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

Year 8 Teaching Units - *What will your child study?*

Half Term 1 and 2 - Read it and Soundscapes

1. How to read music
2. What music notes look and sound like
3. C major scale
4. Learning what notes the keys are.
5. The importance of the big 4 chords; C, G, Am, F.
6. Sharps & flats
7. Soundscapes.

Half Term 3 and 4 - Mood and Movie Music

An in-depth study of contemporary music and its uses.

1. Leitmotif
2. Dynamics
3. Timbre, chromatic
4. Sharp & flat
5. mood & atmosphere
6. Tension & discord
7. Texture
8. Rhythm

Half Term 5 and 6 - Musical Theatre

1. The history of musical theatre and notable events and shows.
2. Outline plot of shows.
3. Different elements of musical theatre

Modern Foreign Language:

Spanish

Purpose of Study

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

Year 8 Teaching Units - *What will your child study?*

Half Term 1 - Holidays

Talk about places in Spain, transport and countries

Learn the preterite (simple past) tense

Half Term 2 - Holidays

Talk about past holidays, give an account of a past holiday, giving opinions.

Half Term 3 - My Life

Talk about using technology in free time
Talk about music, television and film

Half Term 4 - Food and Drink

Learning about typical Spanish food
Talk about foods that you like and dislike
Describe mealtimes in Spain and England
Using the future tense

Half Term 5 - Daily Routine

Arranging to go out using the future tense
Making excuses
Discussing daily routine and clothes

Half Term 6

Describe a holiday home
Describe the activities that you can do when on holiday
Asking for directions
Movie project: 'Encanto'.