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| **Year 8** | **Religious Education** | **Maths** | **English** | **Science** | **Humanities** | **French** |
| **Half Term 1** | Pupils will begin the year with a **Philosophy** module titled **Ethics.** The boys will begin this module by reflecting on key ethical topics, such as life and death, punishment, discrimination and freedom. Through class debates and in-depth discussions, the boys will be encouraged to think philosophically about some of the challenging topics of the day. | Students will continue their foray into ‘**Numbers and Decimals**’. The boys will cover rounding numbers to a given number of significant figures and use rounding to make estimates. They find factors and multiples and test numbers for divisibility. They will also identify primes and write a number as a product of prime factors. The other units covered this half term will be and ‘**Calculations**’. | In the first half-term, students develop their ability to read, understand and analyse a wide range of poetry. Boys discuss key poetic devices and terms, and develop their appreciation for **poetry** from a linguistic, thematic and personal perspective. As part of this unit, students will also work on writing their own poems in different styles by drawing inspiration from different poets. | **Gas Exchange Systems** – boys will learn about the structure and function of the human gas exchange system. They will consider the impact of exercise and respiratory disease upon efficient gas exchange.  **Pure and Impure Substances** – this Chemistry unit sees the boys learn how to identify, separate and name both pure substances and chemical mixtures. | Geography – pupils begin the **Transport & Industry** module, looking at transport throughout the UK.  History – pupils start the Year 8 course on the **Stuarts**, looking at the successes and failures of James I and Charles I and how this led to the English Civil War. | **Je me présente:**  At the start of Year 8 the boys will explore the topic of ‘being me’ to recap on the key CE grammar topics of adjective rules, present and perfect tense verb conjugation. They will cover topics such as myself, family relationships and emotions. They will use speaking activities to introduce themselves, with links to work in PSHEE. |
| **Half Term 2** | Boys will continue their studies with a Theology module titled **God’s Relationship with the World.** The boys will develop their textual analysis and critical thinking skills through explorations of key biblical passages (e.g. the creation story) and biblical themes (e.g. death and life in the story of Jesus). | ‘**Fractions, decimals and percentages**’ will be our first unit of this half term. We will then continue the unit of ‘**Angles and 2D Shapes**’ where the boys will identify and use the properties of special quadrilaterals. They will use properties of regular polygons to find interior and exterior angles; calculate an arc length and sector area of a circle; and identify congruent shapes and use congruence to solve problems. The other units covered this half term will be and ‘**Measure: Area and Perimeter’** | Students use John Steinbeck's classic novel *Of Mice and Men* to develop their reading **comprehension skills**, particularly when analysing language, characters or themes in extended responses. Boys also use Steinbeck's romantic description of the American countryside to develop their understanding of descriptive writing and to refine their ability to distinguish between narrative and descriptive writing. | **Material Cycles** – here the boys build upon their knowledge of photosynthesis by learning how organic molecules formed by plants are essential energy sources to maintain atmospheric levels of oxygen and carbon dioxide. We will also investigate the role of root hairs and stomata. | Geography – pupils complete the **Transport & Industry** module, looking at industry and development throughout the UK and the World.  History – pupils continue with Charles I, The English Civil War and examine the role of Oliver Cromwell as Lord Protector. | **Mon avenir:**  In the topic of ‘my future’ the boys will continue to develop their knowledge of the near future tense, with the opportunity to learn the simple future tense, in order to explore their future opportunities. They will learn about the world of work in French speaking countries through reading and listening. |
| **Half Term 3** | In the spring term we will turn our attention to Catholic Christianity, with the first half-term dedicated to **Catholic Beliefs and Teachings**. In preparation for the Catholic section in the TPR CE paper, boys will revise key Catholic doctrines and their significance for Catholic spirituality. | This spring term, the unit of ‘**Graphs**’ will see the boys identify, relate, construct and relate function machines to line equations. They will then encounter the topic of ‘**Statistics**’ where they will identify primary and secondary data. They will also interpret and construct statistical diagrams, frequency tables for discrete data and scatter graphs. We will conclude the half term with the unit ‘**Transformations and symmetry**’. | In this half-term, students master the art of **persuasive writing**. Pupils will learn to identify a range of different persuasive techniques and analyse how a skilful argument is established through a combination of pathos, ethos and logos. Drawing inspiration from a variety of topics, from children protesting in awareness of climate change to overpaid footballers, students will learn to adapt their writing for a variety of different formats, from speeches to formal letters to magazine articles. | **Chemical Reactions (ii)** – this second instalment will helps the boys understand how metals and bases react with acids and the products of these reactions. | Geography – pupils begin a new module on **Environmental Issues**, covering local and national environmental issues.  History – pupils will revisit our Common Area focus of **Elizabeth I** to examine her reign and practice Exam questions and structures. | **Là où j’habite:**  The boys will describe their local area after having learned about towns and regions in French speaking countries. They will also practice giving directions and prepositional use. There will be the opportunity to learn how to use the imperfect tense to describe changes to their local area. |
| **Half Term 4** | Students will continue their studies of Catholicism and turn their attention to **Catholic Practices and Ceremonies**. Boys will cover the origins and development of key Catholic practices and engage in practice exercises in preparation for the TPR CE paper. | To conclude the Easter term, the boys will take on the unit ‘**Equations’**. They will have an opportunity to construct triangles and quadrilaterals accurately and explore proof of Pythagoras’ theorem. Finally, we will consolidate our understanding on ‘**3D Shapes**’. | This half-term features studying William Golding’s haunting classic *Lord of the Flies*. Boys will reflect deeply on the themes of the novel, and use the rich prose as a source to further develop their reading comprehension skills, including their ability to analyse language and imagery in context. Students will also draw inspiration from the novel for developing their own **narrative and descriptive writing** further. | **Genetics and Evolution** – continuing on from their work on variation and classification, boys will observe differences between and within species. They will consider how these differences came to be and whether they could be considered advantageous adaptations.  **Force and Rotation** – this short Physics unit explains how simple machines give bigger output force but at the expense of smaller movement. We also learn what moments are in Physics and how these are calculated. | Geography – pupils complete their module on **Environmental Issues**, covering national and international environmental issues.  History – pupils complete their study of **the Making of the United Kingdom** by comparing the impact of Enclosures with the Great Plague of 1665 to examine Life and Change in the early modern period. | **Chez moi:**  The boys will describe their house and will recap the topic of helping at home and daily routine. They will also have the chance to prepare a debate on the merits of living à la campagne ou en ville (in the countryside or in the city) as well as producing adverts for shops. |
| **Half Term 5** | **Revision** for all Humanities subjects. They will prepare for their Common Entrance exam by completing papers in class to consolidate their learning as well as going through answers and any misconceptions, as a class. | To begin the summer term, boys will be taught how to use index notation, simplify expressions and derivations during the unit ‘**Algebra**’. During ‘**Sequences**’, boys will explore quadratic, recursive, geometric and numerical sequences. Following this, the boys will further on their understanding of ‘**Ratio and proportion**’. | Students complete their study of *Lord of the Flies*. Students will also hone their **persuasive writing** skills by arguing key themes from the novel, including questions about human nature and the importance of rules/laws. Students will also complete targeted preparation for their Common Entrance exams, including a focus on time management strategies and reviewing core skills. | **Sound Waves** - the boys will be taught that sound needs a medium to travel; the speed of sound in air, in water, in solids; echoes, reflection and absorption of sound; that sound is produced by vibrations of objects, in loud speakers, detected by their effects on a microphone diaphragm. We will then explore how the human ear receives sound waves and how to visualise such waves. Boys will observe the relationship between the pitch of a sound and the frequency of the vibration causing it | **Revision** for all Humanities subjects. They will prepare for their Common Entrance exam by completing papers in class to consolidate their learning as well as going through answers and any misconceptions, as a class. | **Je me prepare:**  This term the boys will prepare for their Common Entrance exams, with special focus on speaking and listening as the exams take place in May. There will be a lot of work on conversational speaking, using the ‘Speaking Sat-Nav’, and focus on using colloquial opinion phrases. Activities such as ‘speed-dating’ will allow the boys opportunities to speak at length. |
| **Half Term 6** | Following on from Common Entrance exams, in Religious Education we will explore some of **The Big Questions.** Boys will be encouraged to reflect upon some of the key religious questions of our age, such as the relationship between faith and science, the legitimacy of religion, the rise of AI and the problem of evil. | Our last unit of the year will be ‘**Probability**’. The boys will use sample-space diagrams to show possible outcomes then estimate probabilities by collecting data from an experiment. We will compare experimental and theoretical probability as well as use sets to calculate probability. | After completion of their Common Entrance exams, Year 8 students will complete a **film study**, analysing language alongside the filmmaker’s craft, including camera angles, set design, sound elements, lighting etc. Drawing inspiration from this film study, students will develop their narrative writing in the footsteps of the ‘Hero’s Journey’ paradigm. | **Space** – the boys will expand their understanding of our heliocentric universe as well as the forces that keep its spherical bodies in position.  Revision of biology, chemistry and physics topics for the Common Entrance exams. | Common Entrance exams followed by theme-specific weeks.  They will prepare for their Common Entrance exam by completing papers in class to consolidate their learning as well as going through answers and any misconceptions, as a class. | **CE exams:**  The boys will sit the Common Entrance exams in reading and writing in the second half term. They will prepare for the translation and email writing with more practise of the VAN technique and have sessions recapping key phrases, vocabulary topics and reading for gist techniques for the reading exam. |