



# Year 8 Spring Term 1 (January – February 2025)

## Curriculum Overview



*Inspire and empower every student to make a positive impact today and be fully prepared for tomorrow.*

### Our Curriculum Goals:

Our goal is to equip students with the knowledge, skills, and values they need to succeed in all aspects of life. We will achieve this by focusing on four key areas:

- **Accessibility for All:** Our curriculum is designed to be accessible to all students, regardless of their ability or background.
- **Developing the Holderness Learner:** We foster essential qualities in our students, including, Aspiration, Resilience, Respect and Kindness.
- **Real-World Experiences:** We connect classroom learning to practical, real-world applications and future careers.
- **Enrichment:** We offer a wide range of extracurricular activities and opportunities for community engagement to enhance learning.

### Celebrating Student Success:

We are incredibly proud of the significant progress our students have made since our last Ofsted inspection in March 2023. Here are some highlights of their achievements in 2023 and 2024, compared to national averages. This data is taken from **The Fisher Family Trust National Data Service**:

### Subjects with Outstanding Results (Significantly Above National Average):

- **Computing Science:** Our students achieved exceptional results, with 34% above the national average at grade 4+ and 46% above at grade 5+. This places us in the **top 1% of schools nationally**.
- **Engineering (2023):** We excelled in Engineering, with results significantly above national averages across all grade levels (4+, 5+, and 7+). This places us in the **top 5% for 4+, 5+ and 7+ nationally**.
- **Textiles (2024):** Our students made remarkable progress, with a 41% improvement in 5+ grades and a 24% improvement in 4+ grades, placing us in the **top 1% nationally for both 4+ and 5+**.
- **Chemistry (2023):** We achieved outstanding results in Chemistry, with 11% above the national average at grade 4+ and 21% above at grade 5+, placing us in the **top 5% of schools nationally for both 4+ and 5+**.

### Subjects with Excellent Results (Above National Average):

- **Art:** Consistently performing above national averages in both **2023** and **2024**, placing in the **top 20% nationally** for 4+ and 5+ grades.
- **Biology (2023):** Results were above national averages at grades **4+, 5+, and 7+**, placing us in the **top 35% of schools nationally**.
- **Chemistry (2024):** Continued strong performance above national averages at grades 4+ and 5+, placing us in the **top 18% of schools nationally**.
- **Photography (2023):** Results were above national averages at both 4+ and 5+.
- **Physics (2023):** Results were above national averages at both 4+ and 5+, placing us in the **top 35% of schools nationally**.
- **Combined Science (2023):** Results at grade 7+ were above the national average, with an average point score in the **top 17% nationally**.
- **GCSE PE (2023):** Results at 4+ were **above the national average**.
- **RE (2024):** Results at 7+ were **above the national average**.





## Curriculum Overview

### Core Subjects

#### English

##### Topic: Poetry: Romantic Poetry

##### Knowledge Concepts

- **Texts are constructs:** Make effective comparisons between Romantic Poems considering similarities and differences using apt textual reference.
- **Texts make use of patterns, all of which conveyed through language and structure:** Analyse the poetic language, form and structure in specific Romantic poems. Responses demonstrate skills of interpretation. Identify. Explain and explore how the following devices imply meaning: epizeuxis/tone/epistrophe.
- **Texts are informed through contexts in which they are written:** Explore the importance of social and political changes, personal experiences and societal expectations when exploring Romantic poetry
- Every text is an argument- texts can influence us,  
*Sentence 1: Construct personal viewpoints in the form of thesis statements.*  
*Sentence 2: Focus on the effects of the whole text and controlling ideas.*  
*Sentence 3: Use the thesis statement to create topic sentences.*  
*Sentence 4: Select and embed relevant textual detail.*
- **Reader's construct meaning as they read (Reciprocal Reading)** Explore and question how Romantic poems reflect emotion and subjectivity, nature as a mirror and individualism and rebellion. Question + Summarise

#### Mathematics

##### Real-life Graphs

- Draw, use and interpret conversion graphs
- Interpret a distance–time graph
- Draw a simple distance–time graph
- Draw and use graphs to solve distance–time problems
- Draw and interpret line graphs
- Draw and interpret line graphs and identify trends
- Draw and interpret linear and non-linear graphs from a range of sources
- Draw and interpret curved graphs from a range of sources

##### Decimals and Ratio

- Round decimals to 2 or 3 decimal places
- Round numbers to a given number of significant figures
- Round numbers to an appropriate degree of accuracy
- Order decimals of any size, including positive and negative decimals
- Multiply any number by 0.1 and 0.01
- Multiply larger numbers
- Multiply decimals with up to and including 2 decimal places
- Apply the inverse relationship of multiplication and division to decimal calculations
- Divide by 0.1 and 0.01
- Multiply and divide by decimals
- Solve problems involving decimals and all four operations
- Divide a quantity into three or more parts in a given ratio
- Use ratios involving decimals
- Solve ratio and proportion problems
- Use unit ratios

Science  
Biology  
Chemistry  
Physics

## 8E Combustion

- Describe combustion using a word equation
- Recall what oxidation means
- Recall the sides of the fire triangle
- Describe formation of acid rain due to hydrocarbon combustion
- Describe the link between CO<sub>2</sub> and global temperatures

## 8A Food and Nutrition

- Recall sources & uses of the 7 essential nutrients
- Describe tests to identify the nutrients foods
- Describe the effect of diet deficiencies on health
- Describe the role of organs in the digestive system
- Describe how nutrients are absorbed by the small intestine

History

## How did the Industrial Revolution impact experiences in the British Empire? 1700-1900

Key knowledge and events in this unit:

The Industrial Revolution	Cholera and Public Health	The French Revolution
Napoleonic Wars	East India Company	American Revolution
Scramble for Africa	Slave Trade	Life on Plantations
American Civil War	Experiences of the British Empire	

- Identify/ describe changes from agriculture to industrialisation
- Describe conditions in textile factories
- Explain the impact of Cholera on public health
- Describe the experiences of Victorian women
- Case study: French Revolution/ Napoleon
- British Empire- reasons, size, location, imperialism.
- Compare different interpretations of the British Empire.
- Compare different experiences of empire- India, America, Africa

Geography

## How are populations changing?

- World population distribution and change.
- The problems of overpopulation.
- About types of migration.
- To be able to understand urbanisation and how cities evolve.
- How to understand the population control strategies in China.

Learners will know:

- How is the world's population changing?
- What opportunities and risks are caused by population change?
- How do people manage changing populations?
- What is migration and what are impacts of migration?

French

## 8.5 At the market

- Expressions of quantity in French to discuss food.
- Use of the partitive article (*du/ de la/ des*) when discussing food and drink. Dual verb opinion phrases to express what we like and don't like to eat
- Use of the conditional tense to order items at the market.

## 8.6 Transport and problems

- Retrieval of the past tense using *avoir* and *être*.
- Use of the prepositions '*en*' and '*à*' when discussing modes of transport.
- Use of the modal phrase '*on doit*'

**Philosophy and Ethics**

**Why Do We Suffer?**

- What is suffering? Different forms of suffering, moral and natural.
- The purpose of suffering – can it be explained?
- Christians and suffering – why do Christians believe we suffer?
- Muslims and suffering – why do Muslims believe we suffer?
- Hindus and suffering – why do Hindus believe we suffer?
- If suffering is some kind of test for the afterlife, what do different religions believe about the afterlife? We consider this from the viewpoints of Christians, Muslims, Hindus, and non-religious people

**ARRK Lessons**  
**Core Values**  
**Aspirational**  
**Resilient**  
**Respectful**  
**Kind**

**Life Beyond School**

- Be able to effectively work as part of a team
- To identify what is important for you and what you expect from yourself
- To help me think carefully about potential careers and focus on my interests and preferences
- To explore what happiness might mean to different people
- To explore ways to boost self esteem
- To understand how to deal with and manage anger
- To explore a wide variety of jobs

**Design Technology**  
**Food**  
**Textiles**  
**Resistant Materials**

During this period Year 8 learners will cover a wide range of topics in Design technology, including:

- Analysis of a design brief using ACCESS FM headings
- Evaluation of design ideas using a design specification
- Safe use of basic tools and equipment within the workshop, including tenon saw, bench hook, pillar drill, abrasive paper and try square.
- Wood joining techniques, focussing on dowel joints.
- Food nutrition – macro and micronutrients
- Healthy eating – Eatwell guide
- Mood boards, storyboards, and comparative product research
- Working properties of woven, knitted, and bonded materials
- Pattern cutting
- Correct stitching of a button

**Computer Science**

**8.2 Cyber Security**

- How are computers vulnerable?
- What can we do to make computers more secure?

Learners will learn what vulnerabilities computers systems have, how to keep computers secure and what to do if a computer becomes compromised

**Art**

**Visual Elements of Art: Space.**

Exploring how space can be used to enhance the impact and meaning of an artwork.

Tasks include:

- Cropping (collage)
- Directing the eye (painting)
- Overlapping (drawing)
- Cubist (drawing)
- Composition (drawing)

Learners will explore a minimum of two tasks from the above list.

**Music**

**Blues Music and its influences**

Learners will understand the origins of Blues, the key features of Blues music and the influence of Blues music on other styles.

Learners will then compose in a Blues style using the skills and knowledge gained.

Physical  
Education

- **Emotional Intelligence**  
Students will understand what emotional intelligence is and the importance of it in their lives.
- **Understand Emotions**  
Students will develop their understanding of emotions and how it might impact behaviour.
- **Express Emotions**  
Students will develop their understanding of how to appropriately express how they are feeling.
- **Recognise Emotions**  
Students will understand how to recognise their own and others' emotions and why this is an important part of emotional intelligence.
- **Label Emotions**  
Students will develop their ability to label particular emotions that they have felt at particular times in their lives.
- **Regulate Emotions**  
Students will develop their understanding of how to appropriately regulate how they are feeling