



Cranborne Middle School

Curriculum Overview

Y8 Summer Term

Core subjects

English

You Choose

During their final term, Y8 focus on the theme of choice, looking particularly at the impact of the choices they make. We begin with 'The Long Way Down', a novel written entirely in verse. Through examining the range of poetic techniques used, we begin to understand how language can be used in different ways to tell a story. The choices made by character in this poem are then compared to the novel 'The Outsiders' which allows us to explore a world which is both real and yet outside the pupils' current experience. Finally, we explore the world of slam poetry, focusing particularly on the poems of K Tempest, allowing us the opportunity to perfect our own performance skills. To end the year, Y8 take part in a transition project. Based on 'Room 101' we look at how Orwell uses rhetoric in extracts from 1984 and Animal Farm. Children revise their persuasive writing skills from Y7 and use these to create their own 'rant' based on something they feel strongly about. We then end the year enjoying their speeches and watching them set out to change the world!

Maths

Angles in Parallel Lines and Polygons

The children build on their understanding of angle notation and relationships. They will explore angles in parallel lines and thus solve increasingly complex missing angle problems. Links are then made to the closely connected properties of polygons and quadrilaterals. Pupils will also begin to develop their understanding of the idea of proof and will explore constructions with rulers and pairs of compasses.

Area of Trapezia and Circles

Children will learn about formulae for working out the area of a trapezium and a circle. A key aspect of the unit is building confidence with regards to choosing the correct formula for the correct shape. The process of doing this will reinforce shape knowledge such as their properties and names.

Line Symmetry and Reflection

The teaching of reflection is split from that of rotation and translation to try and ensure students attain a deeper understanding and avoid mixing up the two concepts.

The Data Handling Cycle

A particular focus then will be on exploring when graphs may be misleading (something that is becoming ever more important as a life skill). Another key focus will be on comparing charts with different distributions. If there is time, collection of data may be covered, including designing and criticising questionnaires.

Measures of Location

Students will have already come across the concepts of mean and median, and we will revisit this alongside the mode so that children will be able to more confidently know when and why each average should be used. Pupils will look at the mean from grouped and ungrouped frequency tables. Children will have the opportunity to compare distributions, use these averages and the range. We will also consider outliers, considering what effect these have on all the measures studied and whether or not they should be included in our calculations.

Science

Where do we get all the materials we need? All the materials come from the earth, the oceans, or the atmosphere.

In this 'Big Idea', pupils learn:

- how we extract metals from the earth
- what we can do to prevent vital resources running out
- what are the cause and effects of global warming

The world is full of lots of different types of living things. In this 'Big Idea', pupils learn:

- how the organisms that exist today have evolved
- how scientists are trying to prevent further species from becoming extinct and preserve biodiversity
- how you inherit characteristics from your parents through genetic material
- how genetic material in some organisms is being modified

You have probably played with magnets and felt what happens when you push two magnets together. There are many magnets in your house and many of them you cannot see. In this 'Big Idea', pupils learn:

- how to make a magnet using electricity
- how to make a magnet stronger
- how electromagnetic devices like bells and speakers work
- what makes Earth's magnetic field

Foundation subjects	
Art	<p>Summer Transfer-Animals in Art This final Art project at Cranborne Middle allows the pupils to develop and show off their skills in a range of media, using animals in Art as a primary influence. Bringing together all of the middle schools in a project like this means that the Upper Schools can see the potential of each student, when they show them their final piece at the start of Year 9.</p>
Computing	<p>Mobile app development Using event-driven programming to create an online gaming app.</p>
	<p>Intro to python programming Applying the programming constructs of sequence, selection, and iteration in Python.</p>
Design Technology	<p>Food Technology: Multicultural Foods An introduction into preparing and cooking a range of multicultural meals with an emphasis on flavourings. Students will learn how to create meals originating from a variety of countries, researching the origins and planning for adaptation to include dietary needs.</p>
French	<p>Why are some animals endangered? - Pourquoi sont certains animaux menacés? Students learn names for endangered animals to describe problems and solutions here and abroad. They use the past and future tenses to describe changes for animals. Students revise weather, linked to environmental problems. Extension opportunities include defending points of view, giving commands, and making simple recommendations. They prepare vocabulary for their residential abroad.</p>
	<p>What did I do last Summer and what am I going to do this Summer? - Qu'est-ce que j'ai fait l'été dernier et qu'est-ce que je vais faire cet été? Students recall hobbies and holiday vocabulary and consolidate past and future tense conjugation to describe holiday plans for them and their family. They revise and extend their frequency adverbs and time-phrases. Students write a simple recount of their France residential in past-tense French.</p>
Geography	<p>Mapping Festivals Pupils will use their physical and geographical skills to investigate the best locations for a festival. This will also cover strategies used to make festivals sustainable.</p>
History	<p>The Slave Trade Following on from The British Empire unit, pupils will now look in more depth at one aspect of it: the Slave Trade.</p>
	<p>Industrial Revolution Pupils will start investigating more recent revolutions: the impact of industrial changes.</p>
Music	<p>Battle of the Bands Pupils will develop their skills at performing and arranging music in a band. They will then go on to create a whole class band performance, exploring roles in the music industry and how they relate to performances on stage.</p>
Physical Education	<p>Athletics Students will begin to use their knowledge of athletic events, strategies and techniques to develop and enhance replication and performance. Understanding the relationship between fitness and performance students will continue to focus for the events covered in sports day and town sports, as well as setting them up for competition. Pupils will continue to perform as an individual working on their personal best, and as a team.</p>
	<p>Striking and Fielding Pupils will replicate and, further refine individual techniques for batting, bowling and fielding using hardball cricket and rounders balls. More complex bowling actions will be explored in cricket looking at spin bowling. Combining skills such as running and throwing accurately as well as appreciating fielding positions from an attacking and defensive point. Students will learn the basics of umpiring and apply these within games.</p>
	<p>Outdoor Gym Children revisit their prior learning from last year and build on knowledge and understanding of the different types of joints and muscles within the body and begin to analyse which joints and muscles they are using on each piece of equipment. They also begin to plan their own fitness circuit based on prior knowledge from their Circuit Training unit.</p>
	<p>Orienteering Children will learn more advanced map skills, focusing on looking at terrain and type of ground in order to locate a marker. An element of competition is introduced with an end lesson of experiencing on off-site orienteering course.</p>
PSHCE	<p>Relationships Including: understanding that relationships affect everything they do in their lives and that relationship skills have to be learned and practised; understanding that relationships can cause strong feelings and emotions and knowing the features of positive and stable relationships; understanding that the media might portray relationships in a skewed manner; understanding how to use social media appropriately; and understanding that relationships affect everything we do in our lives and that relationship skills have to be learned and practised.</p>
	<p>Changing Me Including: understanding that change is a normal part of life and will always be happening; recognising that there are areas of life when they will feel more confident and less confident; identifying something that they find challenging and know some ways to tackle it; able to express how they managed a challenging situation and express how they felt during it; understanding that they are responsible for managing some of the changes in their life; and knowing some ways to manage the changes that will occur in their life in the short-term (transition to year 9).</p>
Religious Education	<p>The Holocaust A continuation of the Holocaust scheme of work.</p>
	<p>The Environment Pupils will use their initiative to deliver a presentation which will demonstrate understanding of the problems the environment faces and what religion says about how people should treat it.</p>