



# QUEEN'S PARK HIGH SCHOOL

## Year 8 – Half Term 4

Subject	Title	Unit Summary	Assessment
English	<i>The Rabbits</i>	Using Shaun Tan and John Marsden's <i>The Rabbits</i> as a core text, students will explore how writers use allegory to present their ideas about historical events. They will then read a range of historical non-fiction extracts exploring the impact of colonialism in Australia, before practising the use of persuasive writing skills to inform readers about the history of the Stolen Generations.	<b>1 hour opinion writing task:</b> Write a newspaper article titled 'Why you should know about the Stolen Generations.'
Maths	<b>U9 – Length and area</b>	Find the area of parallelograms and trapezia. Find the area and perimeter of composite shapes.	Application of knowledge and skills from the first 10 units of work through cumulative assessment (ALA 4): <ul style="list-style-type: none"> <li>Calculating areas and perimeters of 2D shapes including composite shapes</li> <li>Draw and name 3D shapes</li> <li>Use and draw plans and elevations</li> </ul>
	<b>U10 – Circumference and area of circles</b>	Find the area and circumference of a circle and parts of a circle. Convert squared units.	
Science	<b>Physics 1</b> <b>Forces, Magnets and Pressure</b> <b>(Teacher 1)</b>	Students will learn about: <ul style="list-style-type: none"> <li>Forces; Balanced and unbalanced forces, friction, work done and moments.</li> <li>Magnets and electromagnets and their uses.</li> <li>Pressure in solids and fluids.</li> </ul>	Demonstrate knowledge and understanding of investigative science and experimental procedures to obtain results used to make conclusions in a practical assessment <b>on how the number of coils changes the strength of an electromagnet.</b>  To demonstrate knowledge, apply understanding and analyse information in an end of unit test on physics 1 content with cumulative knowledge from year 7 physics 1.
	<b>Chemistry 2</b> <b>Separating Techniques, the Atmosphere and Resources</b> <b>(Teacher 2)</b>	Students will learn about: <ul style="list-style-type: none"> <li>Separating mixtures; filtration, evaporation, chromatography, distillation and solubility.</li> <li>The atmosphere and global warming.</li> <li>Recycling and life cycle assessments.</li> </ul>	Demonstrate knowledge and understanding of investigative science and experimental procedures to obtain results used to make conclusions in a practical assessment <b>on the effect of temperature on solubility.</b>  To demonstrate knowledge, apply understanding and analyse information in an end of unit test on chemistry 2 content with cumulative knowledge from chemistry 1 and year 7 chemistry 2.
History	<b>The Slave Trade</b>	Examine and evaluate the British and global implications of Britain's role in the Transatlantic Slave Trade, the causes, consequences and its eventual abolition	Questions, source analysis and extended writing task



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Geography	Glaciation	<ul style="list-style-type: none"> <li>How are glaciers formed?</li> <li>Glacial landforms</li> <li>Opportunities and challenges in glacial landscapes.</li> </ul>	Students will complete a mixed-question 45 minute ALA. This will include a combination of multiple choice and long answer question on the formation of glacial landforms.
Spanish	Free Time	<ul style="list-style-type: none"> <li>Saying what you do in your free time.</li> <li>Giving opinions on a range of free time activities.</li> <li>Using negation to say what you don't do in your free time.</li> </ul>	<b>Speaking focus</b> 10 minute peer assessed speaking task in which students will exchange opinions about different activities in Spanish.
Computing	Media: Vector Graphics	Creating vector graphics through objects, layering and path manipulation using Inkscape	Self and teacher assessment of vector graphics created. Multiple choice assessment, testing knowledge of theory of vector graphics
PE	Each class will be learning a different sport so please refer to the curriculum section of the school website.		
Drama	Titanic	Students explore class and status through <b>characterisation</b> , creating a character who would have been on the ship at the time it set sail. Key <b>historical facts</b> are taught, whilst also allowing students the opportunity to <b>devise key moments</b> from their character's journey.	<b>PERFORMANCE:</b> Through the use of mime, slow-motion, cross-cut and monologue students will work in small groups to develop and perform a scene which depicts the night of the Titanic disaster (prior to, and after the ship hits the iceberg).
Art	Landscape	Students generate ideas and experiments, using materials and techniques around the theme of landscape. They will use composition and colour to create depth and space as well as using patterns found in the landscape to create a series of different responses in print and clay.	Work is assessed holistically and will evidence students' ability to: <b>Research and develop</b> ideas from the study of Claire Bremner and Adrian Homersham. <b>Explore and refine</b> the use of drawing and painting materials, with different tools and techniques. <b>Observe and record</b> space and depth using colour, shape, pattern and texture. <b>Respond and present</b> a landscape painting.
Music	Samba	<ul style="list-style-type: none"> <li>Develop percussion skills by performing together and creating rhythms and textures</li> <li>Learn about the feature and role of Samba music in a Brazilian Carnival</li> <li>Listening to music and identifying the use of musical elements; rhythm, tempo, dynamics and texture</li> </ul>	Practical: Performing - Samba percussion ensemble Composing - a group composition for a percussion ensemble  Written: Listening - appraisal questions identifying the use of the elements of music in examples of Samba music  Music theory questions during silent starters



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Technology	Students complete a rotation of the 3 topics below over the course of the year.		
	Design Technology Textiles Day of the Dead Cushion	Students will learn about the Mexican 'Day of Dead', culture and artistic creations to develop their own skull designs. They will learn and develop a range of practical skills, using hand and machine stitch and applique techniques. They will make a cushion product aimed at teenagers, using fabric transfer printing techniques.	Work is assessed holistically and will evidence students' ability to: Design that meets a design brief of the Mexican Day of the Dead and shows some design influence. Make a cushion using a range of practical skills in transfer print, applique, hand stitch and sewing machine skills. Evaluate their own work.
	Design Technology Resistant Materials Memphis Clock	Students will learn about the Memphis design group and how to influence their own designs from other designers inspiration. They will learn and develop a range of practical skills and finishing techniques to produce a clock they have designed that is inspired by Memphis.	Work is assessed holistically and will evidence students' ability to: Design that meets a design brief and shows some design influence Safely make a functioning clock using a range of practical skills and finishing techniques Evaluate their own work
	Food Technology World Foods	Students will learn how to cook safely and develop knowledge of world foods.	Work is assessed holistically and will evidence students' ability to: Show knowledge of British dishes and world foods. Apply knowledge to a range of dishes using a range of cooking techniques during practical tasks. Evaluate their own work
World Views	Hinduism	<ul style="list-style-type: none"> <li>Explore our first dharmic faith.</li> <li>Examine the concept of Hinduism as a monotheistic faith and the various avatars of Brahman.</li> <li>Explore the core beliefs of the Hindu faith.</li> <li>Examine types and places of worship.</li> <li>Explore festivals, their origins and meaning for Hindus today.</li> <li>Evaluate the concept of the Caste system.</li> </ul>	<b>Summative assessment:</b> Various explain and evaluate questions on Hindu beliefs, festivals and an evaluative question on the Caste system.
PSHCE	Choices & Influences	<ul style="list-style-type: none"> <li>Drugs, alcohol, nicotine (smoking and vaping) awareness</li> <li>Contraception</li> <li>Sexually Transmitted Infections</li> <li>Resisting peer influence</li> </ul>	Ipsative Assessment is used in PSHCE. This assessment method focuses on students assessing their own personal progress and growth against a set of 'I can' statements.



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		<ul style="list-style-type: none"><li>• Online choices and influences including gaming and gambling</li></ul>	