



**Curriculum Booklet**  
**Year 8**

Dear Parents/Carers

This booklet provides you with details of the curriculum which your son/daughter will follow in Year 8 at St Philip's School. Please support them by ensuring they bring a pencil case with basic stationery and their student planner to school each day. They must also bring their PE kit on days when they have timetabled PE lessons.

Your son/daughter will receive homework throughout the academic year. This may be a short task to be completed within a short time frame or a project to be completed over a longer period of time. Homework tasks will be recorded in the student planners. In addition, we will be issuing all students with a homework pack which should be used to supplement any other homework set. We also recommend students should try to read each day at home. This could be a book brought home from school, a newspaper or magazine, a book from the library or something of interest on the internet. The expectation is that all pupils complete homework tasks and return them however the homework pack is optional.

You may find these websites useful when working with your son/daughter at home.

[www.ictgames.co.uk](http://www.ictgames.co.uk) - maths and literacy activities.

<http://resources.woodlands-junior.kent.sch.uk/maths> - maths activities.

[www.mathszone.co.uk](http://www.mathszone.co.uk) - Maths activities.

[www.bbc.co.uk/schools/scienceclips/](http://www.bbc.co.uk/schools/scienceclips/) - Science activities.

[www.sumdog.com](http://www.sumdog.com) – Maths activities

[www.trockstars.com](http://www.trockstars.com) – Maths activities

## Top 5 Learning Skills



**STOP AND THINK**  
I make sure I know what to do



**PLANNING**  
I make sure I have a plan BEFORE I start work



**CHECK AND CHANGE**  
Mistakes are good as they help me learn  
I look for mistakes and change them



**ASKING QUESTIONS**  
If something is confusing I use my skills to help make things clear, like asking questions



**REMEMBERING**  
I use more than one piece of information at a time



## Maths

<b>Unit of Work</b>	<b>Knowledge and Content</b>
<b>Place Value and Number</b>	These are the overall topics covered but will be differentiated to suit individual abilities: <ul style="list-style-type: none"><li>• Counting forwards and backwards</li><li>• Reading and writing number in numerals</li><li>• Comparing and ordering numbers</li><li>• Finding more or less</li><li>• Recognising place value</li><li>• Partitioning numbers</li><li>• Odd and even numbers</li><li>• Rounding</li><li>• Find a fraction of a length, shape, quantity or object</li><li>• Decimals</li><li>• Percentages</li><li>• Recognise find and write fractions</li></ul>
<b>Addition, Subtraction, Multiplication and Division</b>	These are the overall topics covered but will be differentiated to suit individual abilities: <ul style="list-style-type: none"><li>• Using Number bonds</li><li>• Recognising inverse relationships</li><li>• Mentally adding and subtracting</li><li>• Adding and subtracting using written methods</li><li>• Knowing doubles</li><li>• Solve problems involving x using material, arrays, repeated addition, mental methods</li><li>• Recall &amp; use x and -facts for times tables</li></ul>
<b>Shape, Space and Measure</b>	These are the overall topics covered but will be differentiated to suit individual abilities: <ul style="list-style-type: none"><li>• Compare and order length, mass and capacity</li><li>• Money</li><li>• Time</li><li>• Symmetry</li><li>• Use positional language</li><li>• Identifying 2D and 3D shapes</li></ul>
<b>Data Handling</b>	These are the overall topics covered but will be differentiated to suit individual abilities: <ul style="list-style-type: none"><li>• Interpret, construct and present data using pictograms</li><li>• Interpret, construct and present data using bar charts</li><li>• Interpret, construct and present data using tables</li><li>• Solve one step &amp; two step questions using info presented in scaled bar charts, pictograms &amp; tables</li></ul>

## Science

Unit of Work	Knowledge and Content
<p style="text-align: center;"><b>Food &amp; digestion</b></p>	<p><b>By the end of the module, all students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Recognise our bodies need different types of food to stay healthy.</li> <li>• Name one or more of the food groups.</li> <li>• Name one or more parts of the digestive system.</li> <li>• Use laboratory equipment to test which nutrients a food contains.</li> </ul> <p><b>By the end of the module some students should be able to:</b> To describe the role of two organs of the digestive system.</p>
<p style="text-align: center;"><b>Acids &amp; Alkalis</b></p>	<p><b>By the end of the module, all students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Use lab techniques to test for acidity and alkalis.</li> <li>• name one or more everyday acids and alkalis.</li> <li>• name one indicator.</li> </ul> <p><b>By the end of the module some students should be able to:</b></p> <ul style="list-style-type: none"> <li>• describe the pH scale.</li> </ul>
<p style="text-align: center;"><b>Electricity</b></p>	<p><b>By the end of the module, all students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Name they key electrical components used in lessons and draw their circuit symbols.</li> <li>• Build a circuit</li> <li>• Measure current in a circuit.</li> <li>• Predict, from a circuit diagram, if electricity will flow.</li> </ul> <p><b>By the end of the module some students should be able to:</b> Compare parallel and series circuits.</p>
<p style="text-align: center;"><b>Photosynthesis</b></p>	<p><b>By the end of the module, all students should be able to:</b></p> <ul style="list-style-type: none"> <li>• State that only plants photosynthesise.</li> <li>• Recognise that plants are the basis of food chains</li> <li>• Carry out tests to see what is needed by plants</li> </ul> <p><b>By the end of the module some students should be able to:</b> To be able to name the chemicals involved in the photosynthesis equation.</p>
<p style="text-align: center;"><b>Sound</b></p>	<p><b>By the end of the module, all students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Describe the frequency and amplitude of a sound.</li> <li>• To know how sound travels to our ears.</li> <li>• To name one part of the ear.</li> <li>• To have an awareness that different animals can hear different sounds.</li> </ul> <p><b>By the end of the module some students should be able to:</b> Describe how sound travels through the air, ear and finally to the brain.</p>
<p style="text-align: center;"><b>Inheritance and Variation</b></p>	<p><b>By the end of the module, all students should be able to:</b></p> <ul style="list-style-type: none"> <li>• To be able to give an example of both inherited and environmental variation.</li> <li>• To identify where DNA is found in our cells.</li> <li>• State that offspring get half their chromosomes from each parent</li> </ul> <p><b>By the end of the module some students should be able to:</b></p> <ul style="list-style-type: none"> <li>• To recognise the shape of DNA and that it controls our features.</li> </ul>

## IT

<b>Unit of Work</b>	<b>Knowledge and Content</b>
<b>Digital Literacy</b>	In this unit students will become familiar with the school network and different systems available to them. Most students will learn: how to log on to the school network, how to access and use school email, how to send an email, how to search the internet, how to use features of Microsoft Word to create a poster and how to search for items matching a specific criterion, search for items matching multiple criteria.
<b>Software Skills DTP</b>	In this unit students will create a certificate, a menu, a leaflet using Desktop publisher software for a specific target audience.
<b>Software Skills PowerPoint</b>	In this unit students will create a PowerPoint Presentation using a number of techniques such as: bullet point, numbered list, design themes, action buttons, animations, transitions.
<b>Intro to Spreadsheets</b>	This unit will introduce students to using Excel spreadsheets. By the end of this unit most students will have learnt the basics of using a spreadsheet. Students will create spreadsheets by using basic tools such as entering, editing, formatting sorting information and create basic charts.
<b>Programming using Scratch (Advanced)</b>	Most students should have knowledge and understanding of a computer program, writing a simple computer program, execute a simple program and evaluate it using Scratch.
<b>Scratch Games</b>	In this unit of work students will create popular games such as Flappy bird, Pong, Maze applying their programming skills

## Art

Unit of work	Knowledge and Contents
<b>Still life</b>	<b>By the end of the module all students should be able to:</b> <ul style="list-style-type: none"><li>• Understand what a still life composition is</li><li>• Set objects to make a still life composition</li><li>• Observe objects and reproduce them</li><li>• Represent realistic objects</li><li>• Attempt to add details with accuracy</li></ul>
<b>Patterns</b>	<b>By the end of the module all students should be able to:</b> <ul style="list-style-type: none"><li>• Understand what a motif is</li><li>• Understand how a motif can create a pattern</li><li>• Experience with different ways of creating a pattern</li></ul>
<b>Animals in Art</b>	<b>By the end of the module all students should be able to:</b> <ul style="list-style-type: none"><li>• Look at how artists have been inspired by animals to produce their artworks</li><li>• Be familiar with the work of some famous artists</li><li>• Feel and describe the texture of different materials</li><li>• Use different materials to create a collage</li></ul>
<b>In the space</b>	<b>By the end of the module all students should be able to:</b> <ul style="list-style-type: none"><li>• Analyse the elements, principles and vocabulary of papier-mâché and Mod Roc</li><li>• Describe the process of papier-mâché and Mod Roc</li><li>• Develop basic modelling and sculptural techniques working with papier-mâché and Mod Roc</li></ul>
<b>Natural forms</b>	<b>By the end of the module all students should be able to:</b> <ul style="list-style-type: none"><li>• Understand the difference between engraving and printing</li><li>• Experiment engraving and printing techniques</li><li>• Develop control of tools and basic techniques</li><li>• Analyse the elements, principles and vocabulary of these techniques</li></ul>
<b>Celebrations around the world</b>	<b>By the end of the module all students should be able to:</b> <ul style="list-style-type: none"><li>• Explore how and why communities have celebrations</li><li>• Identify some of the ways in which other cultures celebrate festivals</li><li>• Investigate factors, including religious and social, that influence individual and group identity</li><li>• Explain the importance of festivals to their communities</li></ul>



## RE



Unit of Work	Knowledge and Content
<b>Places of worship</b>	<b>By the end of the module, all students should be able to:</b> <ul style="list-style-type: none"><li>• give an example of a place that is special to them;</li><li>• explain what a place of worship is and name some places of worship;</li><li>• name something that happens in places of worship;</li><li>• know that a mosque is a place of worship for Muslims and name some things a visitor might see there;</li></ul>
<b>Sikhism</b>	<b>By the end of the module, all students should be able to:</b> <ul style="list-style-type: none"><li>• name the founder of Sikhism and identify where Sikh's worship;</li><li>• retell one of the stories celebrated during a Sikh Festival and explain why the Guru Granth Sahib is considered to be the last Guru.</li></ul>
<b>Judaism</b>	<b>By the end of the module, all students should be able to:</b> <ul style="list-style-type: none"><li>• know that Abraham founded Judaism.</li><li>• know that Judaism was founded in Israel.</li><li>• understand that Jews believe there is only one god.</li><li>• understand that Jews live by ten key rules.</li><li>• match the key objects of a synagogue to their picture.</li><li>• name the key Jewish festivals.</li></ul>
<b>Easter</b>	<b>By the end of the module, all students should be able to:</b> <ul style="list-style-type: none"><li>• sequence images of the Easter story.</li><li>• reflect on positive things they could do for a friend.</li><li>• write a prayer which says sorry.</li><li>• complete a fact sheet about Maximilian Kolbe.</li><li>• create a tissue paper cross to express both the sadness of the crucifixion of Jesus and the happiness of the resurrection.</li><li>• design an Easter egg which shows new life.</li></ul>
<b>Islam</b>	<b>By the end of the module, all students should be able to:</b> <ul style="list-style-type: none"><li>• create a map to show where Islam was founded.</li><li>• explain who the key prophet was.</li><li>• use calligraphy to list the main Muslim beliefs.</li><li>• know that Muslims worship in a mosque.</li><li>• use a script to create a documentary about Muslim festivals.</li><li>• use information to create a presentation about the Muslim holy book.</li><li>• create a mobile using the Islam symbol.</li></ul>
<b>Friendship</b>	<b>By the end of the module, all students should be able to:</b> <ul style="list-style-type: none"><li>• understand and explain what friendship is;</li><li>• name some of their friends;</li><li>• understand ways in which they can be a good friend</li></ul>

## Geography

Unit of work	Knowledge and Content
<p style="text-align: center;"><b>Extreme Weather</b></p>	<p><b>By the end of the module, all students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Know that places in the world near the equator are generally hot. Know that the coldest places in the world are by the poles.</li> <li>• Know that all the water in the world moves in a continuous cycle.</li> <li>• Identify and name examples of extreme weather.</li> <li>• Know what causes earthquakes and know that some places in the world are more prone to earthquakes than others.</li> <li>• Use maps to identify areas that are prone to earthquakes.</li> </ul> <p><b>By the end of the module, some students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Describe how climate and weather varies around the world.</li> <li>• Describe the different stages of the water cycle.</li> <li>• Explain why some of these examples of extreme weather occur and communicate their knowledge of extreme weather in a variety of ways.</li> </ul>
<p style="text-align: center;"><b>Mapping</b></p>	<p><b>By the end of the module, all students should be able to:</b></p> <ul style="list-style-type: none"> <li>• tell you why maps have symbols on them.</li> <li>• use a key to find out what a symbol means.</li> <li>• explain what makes a good map symbol.</li> <li>• I can recognise some map symbols on an Ordnance Survey map.</li> </ul> <p><b>By the end of the module, some students should be able to:</b></p> <ul style="list-style-type: none"> <li>• look up the co-ordinates of a location.</li> <li>• .use a key to identify physical features</li> </ul>
<p style="text-align: center;"><b>Kenya</b></p>	<p><b>By the end of the module, all students should be able to:</b></p> <ul style="list-style-type: none"> <li>• describe where Kenya is located in the world using key words.</li> <li>• tell my partner 3 things I know about the country.</li> <li>• use an atlas independently to locate Kenya on a world map.</li> </ul> <p><b>By the end of the module, some students should be able to:</b></p> <ul style="list-style-type: none"> <li>• draw a freehand map of Kenya.</li> <li>• label my map with main cities, oceans, rivers and mountains.</li> </ul>
<p style="text-align: center;"><b>Rivers</b></p>	<p><b>By the end of the module, all students should be able to:</b></p> <ul style="list-style-type: none"> <li>• explain that the water cycle keeps going.</li> <li>• explain why the water cycle is a closed cycle.</li> </ul> <p><b>By the end of the module, some students should be able to:</b></p> <ul style="list-style-type: none"> <li>• use the index in an atlas to find rivers.</li> <li>• use a legend to find rivers on a map.</li> </ul>

## History

Unit of Work	Knowledge and Content	Skills
<p><b>Early Modern Britain Society, economy and culture 1509 – 1745</b></p> 	<ul style="list-style-type: none"> <li>• Key events linked to key English monarchs</li> <li>• Comparison between the lives of the poor and the rich during the Tudor period</li> <li>• The difference between work in town and country</li> <li>• Differences in entertainment and pastimes in society</li> <li>• The causes of the Spanish Armada</li> <li>• Reasons for the failure of the Spanish Armada in 1588</li> <li>• Consequences of the Spanish Armada</li> </ul>	<p>Historical enquiry Significant aspects of history. Cause and consequence Description Comparing and contrasting. Questioning Explaining Source analysis</p>
<p><b>The English Civil War</b></p> 	<ul style="list-style-type: none"> <li>• James I personality</li> <li>• Charles I Personal Rule</li> <li>• The growing tensions in England</li> <li>• Causes of the Civil War</li> <li>• Taking sides</li> <li>• Execution of the King</li> <li>• Oliver Cromwell</li> </ul>	
<p><b>Britain's Transatlantic Slave Trade: its effects and its eventual abolition</b></p> 	<ul style="list-style-type: none"> <li>• What was slavery in the 16<sup>th</sup> -19<sup>th</sup> century</li> <li>• Britain's role in slavery, triangular slave trade</li> <li>• Investigate what the Middle Passage</li> <li>• What were the slave auctions?</li> <li>• What was life like as a slave in America</li> <li>• Ways in which people fought against slavery</li> <li>• Why and how slavery was abolished during the 19<sup>th</sup> century</li> </ul>	
<p><b>The development of the British Empire with a</b></p> 	<ul style="list-style-type: none"> <li>• What an empire is and how Britain developed her empire.</li> <li>• To decide whether Britain had a positive or a negative impact on India</li> <li>• How colonial Australia was used by the British Empire</li> <li>• Life for Aborigines during the British rule in Australia</li> </ul>	

<p><b>Fighting for the vote – Woman’s</b></p>  <p><b>Right to Vote</b></p>	<ul style="list-style-type: none"><li>• Why women wanted the vote</li><li>• The different ideas and tactics of the Suffragettes and Suffragists</li><li>• The death of Emily Davison</li><li>• World War One and women</li><li>• <a href="#">How the women of World War One won the right to vote</a></li></ul>	
<p><b>USA in the 1920s</b></p> 	<ul style="list-style-type: none"><li>• Immigration and racism</li><li>• Prohibition and gangsters</li><li>• Wall Street Crash</li></ul>	

## Music

<b>Unit of Work</b>	<b>Knowledge and Content</b>
<b>Folk music</b>	Students will explore a variety of songs from different traditions around the world. They will discover many different types and uses of traditional music, including accompanying celebration, work or religious observances. Students will be able to recognise the continuing value of folk music through its influences in modern commercial music.
<b>Skills Building 1</b>	Students will continue to develop their practical skills and knowledge of music theory. They will learn more about how to read and write music, as well as improving their skills playing instruments. Students will also continue to develop their singing skills and understanding of rhythm.
<b>Western Music 1</b>	Students will explore the history and variety of classical music and its place in the modern world. Students will discover great works from the history of western music and explore how they have influenced modern music. Students will also continue to develop practical skills.
<b>Western Music 2</b>	Students will continue exploring the influence of western classical music. Soundtrack music for modern films and cartoons exploit the elements of music to affect the audience. Students will further their understanding of how sound and musical elements are used to portray emotion, and will create a soundscape to a specific narrative. Students will also continue to develop practical skills.
<b>Skills Building 2 - for performance</b>	Students will develop practical skills and build confidence in playing in front of others, working towards performing as soloists or as a group.
<b>Performance</b>	Ensemble performance. Choosing an appropriate song to perform. Is the difficulty level right for everyone? Can it be adapted e.g. some sing verse, some sing chorus? How can you practice at home?

## PE

<b>Unit of Work</b>	<b>Knowledge and Content</b>
<b>Dance</b>	The students will learn to perform a range of dances using a range of movement patterns. These sessions will be delivered at school and by a qualified dance teacher. There will be opportunities to perform these dances during assemblies and whole school productions.
<b>Horse riding</b>	Take part in outdoor and adventurous activity challenges both individually and within a team. The horse riding is delivered in partnership with the Riding for the Disabled Association group, at stables in Bookham. The students follow a program of study which includes safety around horses, basic riding techniques and horse care.
<b>Games/Athletics</b>	As part of the games offer, students will be given the opportunity to take part in a variety of sports and activities. As part of these activities the students will be taught a range of skills including: running, jumping, throwing and catching in isolation and in combination. In addition the students are taught to apply basic principles suitable for attacking and defending. They will also be given the chance to take part in a number of inter school competitions. These include badminton, basketball, cricket, football, boccia and tennis.
<b>Gymnastics</b>	Students are encouraged to develop their flexibility, strength, technique, control and balance during these sessions. The programme is delivered in the school sports hall. During these sessions the students are assessed against a range of criteria.
<b>Swimming</b>	The swimming sessions are delivered at the Kingfisher in Kingston. During the swimming lessons the students are taught to swim competently, confidently and proficiently over a distance of at least 25 metres. They are encouraged to use a range of strokes effectively. These include, front crawl, backstroke and breaststroke. They are also taught water safety which includes self-rescue.

- Due to the ongoing Covid 19 situation our offsite activities are currently restricted. We hope to be able to offer Horse Riding and Swimming to pupils as soon as our providers are able to and it is safe to do so.

## Drama

In drama we shall be continuing the themes that they have been studying in English

Unit of Work	Knowledge and Content
<p><b>Shakespeare</b> <b>Romeo and Juliet</b></p>	<p><b>By the end of the module, all students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Have a basic understanding of R &amp; J plot through creating tableaux</li> <li>• To be able to work in a group and create improvisations of the key scenes</li> <li>• Be able to create a character and perform in role</li> <li>• Name the key themes of the tale.</li> </ul>
<p><b>Charles Dickens</b></p>	<p><b>By the end of the module, all students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Be able to create a series of still images based on a Charles Dickens text 'Oliver!'</li> <li>• Be able to use our bodies to demonstrate the text.</li> <li>• Be able to re-create scenes from text thinking about characters</li> <li>• Be able to work in small groups.</li> </ul>
<p><b>Revolting Rhymes</b></p>	<p><b>By the end of the module, all students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Identify rhyming words</li> <li>• To be able to create a small improvisation in groups based on the poem '<i>The Price of Debauchery</i>' by Roald Dahl</li> <li>• To use a range of techniques to explore the poem '<i>The Dentist and the Crocodile</i>' by Roald Dahl.</li> <li>• Work in groups to learn and perform '<i>The Dentist and the Crocodile</i>' to each other, reviewing other performances.</li> </ul>
<p><b>Fairytales</b></p>	<p><b>By the end of the module, all students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Name the key characters and conventions involved in a fairy tale</li> <li>• Work in groups exploring different stories</li> <li>• Use a range of drama techniques when creating improvisations</li> <li>• Focus on a fairy tale and consider what happened next?</li> </ul>
<p><b>Soap Operas</b></p>	<p><b>By the end of the module, all students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Name types of characters that are in a Soap Opera</li> <li>• List the typical story lines and settings involved</li> <li>• Work in groups creating their own soap opera story</li> <li>• Use a variety of dramatic skills</li> </ul>
<p><b>Crime Scene</b></p>	<p><b>By the end of the module, all students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Discuss what professionals and other people are involved in a crime scene</li> <li>• Work in groups for discussion topics and practical's</li> <li>• Create improvisations based on crime scene evidence</li> <li>• As a class, discuss other routes to solve problems</li> </ul>

**PSHE** We also work closely with external agencies such as NSPCC, intergrate UK and Tender in order to deliver specific parts of the PSHE curriculum. These organisations introduce the students to support networks they may access when they leave school. Recent topics include the "speak out stay safe" campaign, healthy relationships with a focus on identifying harmful behaviours and the Straight talking project. Links to the relevant external agencies can be found on our website.

Unit of Work	Knowledge and Content
<b>Emergencies</b>	<ul style="list-style-type: none"> <li>• To be able to use the terms safe and risk appropriately.</li> <li>• To be able to describe at least one risky situation and to be able to recognise a range of risks in different situations.</li> <li>• To be able to use the term emergency appropriately and be able to recognise a situation as an emergency.</li> <li>• To be able to describe what to do in an emergency.</li> <li>• To be able to give basic first aid.</li> </ul>
<b>Personal Hygiene</b>	<ul style="list-style-type: none"> <li>• To know what clean and dirty is and how important it is to keep hands clean and how to do this properly.</li> <li>• To know what hygiene products there are, what they are used for (which part of the body) and how to use them.</li> <li>• To know what are positive and negatives of the personal hygiene routine and to know how to make my own personal hygiene routine chart.</li> </ul>
<b>Puberty</b>	<ul style="list-style-type: none"> <li>• To be able to name the main male and female sexual organs and to be able to understand that the body produces hormones that induce puberty.</li> <li>• To be able to describe the changes that puberty causes such as sweating and the effects it has on personal hygiene.</li> <li>• To be able to identify the different changes that happen to boys and girls during puberty.</li> <li>• To be aware that some cultures practice FGM (female genital mutilation) and that it is illegal in the UK.</li> </ul>
<b>Anti-bullying &amp; e-safety</b>	<ul style="list-style-type: none"> <li>• To be able to describe/explain what bullying is and the different types including cyber bullying and with social media. To remember the role of a victim, bully and bystander.</li> <li>• To discuss what virtual relationships are and the dangers of sharing information online</li> <li>• To be able to deal with peer pressure and to be able to know how to deal with (online) bullying assertively (including on social media).</li> <li>• To discuss what sexy photographs and sexting are and the consequences of sending them</li> <li>• To be able to name an organisation - Childline that helps victims of bullying and to know who/where to go to for help.</li> </ul>
<b>Emotional Wellbeing</b>	<ul style="list-style-type: none"> <li>• To identify the difference between small and big feelings</li> <li>• To identify who their trusted adults are, to go to for help</li> <li>• To discuss what a circle of support is</li> <li>• To find ways to talk about our feelings</li> <li>• To discuss how to be a good listener</li> <li>• To discuss the signs and symptoms of Depression, Anxiety, Stress and OCD.</li> </ul>
<b>Identity</b>	<ul style="list-style-type: none"> <li>• To explore and define identity</li> <li>• To explore our own sense of identity</li> <li>• To identify the difference between personality and physical appearance</li> <li>• To identify similarities and differences between ourselves and others</li> <li>• To identify how we can be influenced by the media and the effects of media</li> <li>• To discuss what the word stereotype means</li> </ul>



## Design Technology

Unit of work	Knowledge and Content	Skills
<p><b>Plastics (Egg holder)</b></p>	<p>By the end of the module students should be able:</p> <ul style="list-style-type: none"> <li>• To understand the rules of the Workshop and know why we have these rules.</li> <li>• To understand safety signage in the workshop.</li> <li>• To know where plastics comes from.</li> <li>• To know what thermo plastics are.</li> <li>• To know what a thermo setting plastics are.</li> <li>• To understand that heat is used to form plastics</li> <li>• To be able to measure and mark out ready for hole to be drilled.</li> <li>• To be able to use a drill safely and independently.</li> <li>• To be able to give a product a good finish using shaping tools</li> <li>• To be able to form plastic using heat safely and independently.</li> <li>• To be able to draw a 3d picture of a product.</li> <li>• To be able to render a picture.</li> <li>• To be able to critically evaluate a product.</li> </ul>	<p>Working safely Material selection Measuring marking out Sawing Drilling Sanding</p>
<p><b>Metal (Pewter casting pendant)</b></p>	<ul style="list-style-type: none"> <li>• To be able to derive a specification</li> <li>• To be able to use a coping saw safely and accurately</li> <li>• To understand where metal comes from and how it is refined</li> <li>• To be able to work safely in a heat treatment area</li> <li>• To be able to use a hand drill safely and independently</li> <li>• To be able to understand and apply a finish to a metal product.</li> </ul>	<p>Safe working practice Use of coping saw Drilling</p>

## **Food Technology**

Students in Year 8 will cover two topics over ten weeks

<b>Unit of Work</b>	<b>Knowledge and Content</b>	<b>Skills</b>
<b>International Cooking</b>	<p>During this module students will gain knowledge of International cooking so they can:</p> <ul style="list-style-type: none"><li>• Name food or dishes from other countries</li><li>• Name countries that traditionally prepare/eat curry</li><li>• Name ingredients typically used in Mexican cooking</li><li>• Name Asian dishes</li><li>• Suggest alternative ingredients</li></ul>	Peeling Chopping De-seeding Slicing Pastry work Sprinkling Frying Simmering Baking Mixing Stirring Washing up Drying Cleaning
<b>Baking</b>	<p>During this module students will gain knowledge of fruit so they can:</p> <ul style="list-style-type: none"><li>• name ingredients for a basic sponge</li><li>• give examples of sweet and savoury bakes</li><li>• name different types of cake</li><li>• name fats and sugars</li><li>• name a raising agent and say what it does</li></ul>	Weighing Measuring Mixing Creaming Beating Rubbing in Whisking Rolling Shaping Baking Sieving Washing up Drying Cleaning

**Horticulture** These are introductory units, not all learners will complete them by the end of the Key Stage)

Unit of Work	Knowledge and Content
<p><b>Recognise plants</b></p> <p><b>Plant flower bulbs</b></p> <p><b>Introduction to sowing seed indoors in containers</b></p>	<p>To enable learners to recognise one of each of the following: tree, shrub, vegetable and fruit commonly found in a garden. To be able to explain the names and functions of the main parts of a plant.</p> <p>This unit introduces the skills required to plant bulbs for naturalisation or for bedding.</p> <p>This unit introduces the learner to the knowledge, understanding and skills needed to prepare for, sow and care for seed immediately after sowing and leave the work area clean and tidy.</p>
<p><b>Prepare and plant an area</b></p> <p><b>Weed a planted area</b></p>	<p>To enable learners to prepare and plant an area of land.</p> <p>To enable learners to demonstrate their ability to weed a planted area by hand, hoe or fork.</p>
<p><b>Introduction to cultivating plant cuttings</b></p> <p><b>Water plant material by hand</b></p> <p><b>Introduction to potting up rooted cuttings, large seedlings or plugs by hand</b></p>	<p>A basic introduction to cultivating plant cuttings.</p> <p>To be able to water plant material by hand using a hose or watering can.</p> <p>This unit introduces the learner to the knowledge, understanding and skills needed to prepare for and demonstrate potting by hand and immediate aftercare of rooted cuttings, large seedlings or plant plugs.</p>

## Communication

Unit of Work	Knowledge and Content / Skills
<p style="text-align: center;"><b>Verbal &amp; Non Verbal Communication</b></p>	<p><b><u>Students will practice the following skills -</u></b>            Verbal &amp; Non Verbal Communication:</p> <ul style="list-style-type: none"> <li>• Listening and attention skills, Body Language/Facial Expressions, Eye Contact, Personal Space, Tone of Voice, Formal/informal language for different situations, Assertiveness</li> </ul> <p><b><u>Students will practice their question asking skills including:</u></b></p> <ul style="list-style-type: none"> <li>• Formal and informal questions, how to use questions to find out specific information, how to use questions to gain clarification or additional information, and what are appropriate and inappropriate questions.</li> </ul>
<p style="text-align: center;"><b>Rules of Conversation</b></p>	<p><b><u>Students will practice rules of conversation including appropriate ways to:</u></b></p> <ul style="list-style-type: none"> <li>• Start a conversation and greet others, Join a conversation, Turn taking Interrupting, Being Interrupted, Agreeing/disagreeing, Arguing, Complimenting, Criticising, Jokes, Refusing and Apologising</li> </ul> <p><b><u>Students will develop an understanding of:</u></b></p> <ul style="list-style-type: none"> <li>• Friendships and who is and is not a friend</li> <li>• How I feel, why I feel like that and how I can help myself</li> <li>• Expected and unexpected behaviours in different situations</li> </ul>
<p style="text-align: center;"><b>Social Skills</b></p>	<p><b><u>Students will practice functional skills for –</u></b></p> <ul style="list-style-type: none"> <li>• Friendships</li> <li>• Conversation</li> <li>• Social skills in the community including on social media</li> <li>• Understanding themselves and others</li> <li>• Expressing their emotions</li> </ul>

*The above topics will be based on Social Thinking Programme (Michelle Garcia Winner) and Talkabout (Alex Kelly), as well as Zones of Regulation (Leah Kuypers).*

Timetabled Communication lessons will take place weekly, led by a qualified Speech and Language Therapist (Gemma Hatfield). As part of your child's attendance at St Philip's, implied consent has been given for your child to access the school's Speech and Language Therapy service. If you wish to withdraw your consent for your child to access Speech and Language Therapy at St Philip's please do contact Ben Walsh (Head Teacher), Gemma Hatfield or your child's form tutor to discuss.