



What We Are Learning

Spring Term 2026

Year 8

English

Spring Term 1

Stone Cold by Robert Swindells

- Form, structure and language
- Accent and dialect; tone and formality
- Dual narratives
- Analysis of language and structure
- Wider links to homelessness; writing to persuade (speeches)

Key words: *accent, dialect, Standard English, dual narrative, characterisation.*

Spring Term 2

'Romeo and Juliet by William Shakespeare

- The life and times of Shakespeare (revisited; developed)
- Socio-historical context
- Contemporary audience expectations and reactions
- The language of Shakespeare (revisited; developed)
- Dramatic conventions
- Performance techniques
- Comparison to modern-day adaptations and directorial choices

Key words: *Characterisation, context, staging, theme, symbolism.*

Through the study of English, your child will be expected to develop the following skills:

Skills

- Language analysis – inferring the writer's intentions from the way they have structured a text and through their choice of words. Explaining your conclusions and supporting them with reference to the text.
- Transactional writing – speech writing, considering how to make structural and language choices to persuade and engage a reader.

Parents can support their child by encouraging them to read and write regularly and talking to them about what they are reading/watching/writing.

Percentage Changes

- Find percentages of amounts with and without a calculator
- Percentage increases and decreases
- Using a multiplier
- Calculating a percentage change
- Calculate simple interest
- Calculate original values

3D Shapes

- Name and draw 3D shapes
- Understand the properties of 3D shapes
- Use nets to construct 3D shapes
- Find the surface area of cubes and cuboids
- Find the surface volume of cubes and cuboids

Area & Circles

- Calculate area of rectangles, triangles and parallelograms
- Finding the area of trapeziums
- Converting units of area
- Parts of a circle
- Finding the circumference of a circle
- Investigate area of a circle
- Calculate area of a circle without a calculator
- Calculate the area of a circle with a calculator

Transformations and Symmetry

- Translations
- Reflections
- Rotations

Through the study of maths, your child will be expected to develop the following skills:

Skills

- Evaluating different methods to find the most efficient solution.
- Identifying errors in reasoning or calculations.
- Making informed decisions based on mathematical evidence.
- Breaking down complex problems into manageable steps.
- Applying mathematical reasoning to find solutions.
- Interpreting and analysing problems in real-world contexts.

Parents can support their child by encouraging a positive attitude towards maths, reinforcing core skills such as times tables, mental maths and basic arithmetic, using real-life examples in shopping and budgeting, cooking, travel and time.

B4-Photosynthesis

This topic looks at:

- How plants make their own food
- Interdependence of organisms in an ecosystem
- Importance of plant reproduction
- How organisms are affected by their environment, including the accumulation of toxic materials

Key words: photosynthesis, glucose, oxygen, carbon dioxide, stomata

C3 – Acids and Alkalis

This topic looks at:

- The difference between acids and alkalis using indicators to help us to distinguish between the two
- What neutralisation is and looking at some real life examples
- Reactions of metals with acids
- The reactivity series and displacement reactions

Key words: acid, alkalis, indicator, neutralisation, displacement, reactions,

Through the study of science, your child will be expected to develop the following skills:

Skills

- Research
- Identifying and controlling risks
- Develop observational and practical skills

Parents can support their child by encouraging them to see science in their day-to-day life. Identifying hazard symbols on different house-hold products and talk about what they mean. Children can improve their method writing and following by using recipes when cooking.

Spring Term**Redborne project (Andy Povi name inspired task)**

This will go on their new Redborne Yr 10 sketchbooks.

Skills

- Mixing and blending colouring pencils
- Graphic design
- Drawing fonts styles observing decoration and detail

Japanese art**Designing and Research**

- To create a visual research page on Japanese art and culture
- To look at artists such as Hokusai and start showing links to their work
- Incorporate, symbols, fish, flowers, dragons etc in to a final design thinking about composition.

Making and Evaluation

- To learn how to mix and blend inks together
- To create a wax resist, using medias such as inks, watercolours and other mixed media
- To be able to refine work using different medias

Through the study of art, your child will be expected to develop the following skills:

Skills

- Using different mediums
- Refining work

Parents can support their child by encouraging creativity at home by creating Japanese inspired landscapes and looking at artists such as Yayoi Kusama.

Spring Term 1**Developing for the web**

- Website building blocks
- Words are not enough
- Taking shortcuts
- Searching the web
- Tightening the web
- Navigating the web

Spring Term 2**Representations: from clay to silicon**

- Across time and space
- Lights and drums
- Binary digits
- Numbers in binary
- Large quantities
- Turing's mug

Through the study of computing, your child will be expected to develop the following skills:

Skills

- Programming and coding
- Digital literacy
- Using technology safely and responsibly.
- Understanding online safety and how to protect personal information.
- Collecting, organizing, and presenting data using spreadsheets or other digital tools.
- Creating and editing digital content, such as text documents, presentations, or multimedia projects.
- Navigating software tools to achieve specific purposes, like designing a poster or creating a digital story.

Parents can support their child by encouraging the use of free tools like Code.org, Tynker, or Micro:bit for interactive coding challenges. Discuss responsible internet use, privacy, and the risks of sharing personal information. Use resources like ThinkUKnow or Be Internet Legends to reinforce safe online behaviour.

Spring Term 1**Stone Cold adapted by Joe Standerline from the novel by Robert Swindells**

This is a joint unit with English exploring the play version of the novel, including:

- Characterisation – physical and vocal
- Accent and dialect; tone and formality in performance
- Dramatic intention – pace, tension, dramatic arc, proxemics
- Dual narratives and how this is structured within a script
- Analysis of language, structure and stage directions
- Practical exploration of creating a performance from page to stage
- Performative skills - speeches
- Wider links to homelessness

Spring Term 2**Romeo and Juliet by William Shakespeare**

This is a joint unit with English exploring the play in performance, including:

- Practical exploration of creating a performance from page to stage
- Characterisation – vocal and physical skills
- Interpreting Shakespeare's language and punctuation in performance
- The language of Shakespeare (revisited; developed)
- Dramatic conventions – proxemics, tension and 'earning the moment'
- Performance techniques
- Exploring directorial choices on stage

Through the study of drama, your child will be expected to develop the following skills:

Skills**CREATING**

- How well collaborative skills are applied to create paired and group work.
- How well the knowledge of Shakespeare's characters is applied to physical actions.
- How well the knowledge of timing, status and tension are applied to vocal skills.

PERFORMING

- How well an understanding of script, punctuation and stage action is demonstrated physically and vocally.
- How confidently Shakespeare's language is presented using a range of vocal skills – pitch, pace, pause, volume, intonation.
- How focused the acting is throughout the performance.

REFLECTING

- Identifying areas of achievement and development within the creative process.
- Identifying areas for improve in own and others' work.
- Identifying examples of skill within professional theatre work.

Parents can support their child by...

- Encouraging pupils to share and discuss their creative work at home – reinforcing learning by teaching others.
- Discussing key acting skills such as facial expression, vocal intonation, characterisation, mood/atmosphere, dialogue and storytelling when watching films and TV together – what makes it good to watch?
- Reinforcing the usefulness of drama skills in other areas of life such as careers, including confidence, creative thinking, teamwork, problem solving, communication and presentation skills.
- Going to the theatre or watching online clips of Shakespeare productions.

Cooking & Nutrition

Pupils make various recipes using oven and hob.

Pupils are taught to follow key steps to create various types of food. There is a big focus on independence, perseverance and problem-solving skills in this topic.

Prior learning includes Year 5 & 6 & 7 - Introduction to cutting and preparation techniques. H&S with food preparation. Use of Oven & hob.

Key activities include

- Healthy eating
- Nutrition
- Allergies
- Use of hob, grill and oven
- Adaption of recipes
- Sustainability
- Source of materials
- Advanced cutting & chopping skills
- Blenders & Mixers

Through the study of cooking and nutrition, your child will be expected to develop the following skills:

Skills

Week commencing	Lesson Year 8
7/01/26	Booklet health and safety
14/01/26	Dips and Crudites - Blender/chopping/grating/sizing/presentation/dovetail
20/01/26	Chicken curry – Chopping skills/safety/timing/presentation/hob/flavours/boiling/simmering/ using raw meat
27/01/26	American Pancakes - coagulation/ Using hob/sizing/presentation
3/02/26	Beef Chilli hob/safety/presentation/timing/chopping sizing/flavours/simmering
10/02/26	Swiss Roll Whisking/coagulation/folding/rolling/presentation
Half Term	Half Term
24/02/26	Egg Fried Rice - Hob/safety/precision chopping /coagulation
3/03/26	Muffins - folding/sizing/safety/oven
10/03/26	Assessment Planning
17/03/26	Assessment Making in line with Gcse
24/03/26	Spicy Halloumi Salad chopping skills and frying.
All dairy/meat put in the fridge at the beginning of the day.	Labelled container and dish for cheesecake
Support by parent/carer read recipe together prior the lesson and weighing.	Watch cookery programmes and read recipes to learn flavours and how textures work, how to adapt recipes.

Product Design

Pupils build on their prior skills and knowledge to make a holder for an electronic device. They have a restricted amount of material to use and must work with the materials available.

They also learn about various mechanisms such as gears, cams and pulleys, plus marking out and cutting various types of joints. They experiment with smart materials and learn to follow construction drawings to create a design.

Pupils are taught how to think creatively and produce their own designs. There is a big focus on teamwork and problem-solving skills in this topic.

Prior learning includes:

- Use of hand tools and machines. Working to scale and with templates. Use of acrylic and wood. Measuring and marking out of work. Combining materials to create a final design.

Key activities include:

- Initial ideas, developing ideas and producing templates based on their final designs.
- Model making.
- Using scroll saw & belt sander.
- Using various hand tools.
- Producing a quality finish.
- Working with wood, acrylic and appropriate equipment.
- Creating pulley systems.
- Creating gear systems.
- Introduction to smart materials.
- Basic joinery.
- Understanding different measuring tools in DT (linked maths).
- Storage ideas, including research, use of AI and prototypes. (linked to careers)

Through the study of textiles, your child will be expected to develop the following skills:

Skills

- Using various tool to accurately measure out materials
- Higher level hand sawing and finishing techniques
- Understanding basic Joinery

Textiles

Pupils revisit nearly all the key skills and techniques they have covered in previous years and build on this prior knowledge when designing and making a drawstring bag.

Key activities include:

- Initial ideas, developing ideas and producing patterns based on their final designs.
- Reading construction drawings, accurately marking out material, pinning and sewing to the exact requirements.
- Using sewing machines to a more advanced skill level.
- Developing their hand sewing techniques.
- Access to the CAD CAM sewing machine to enhance their work.
- Evaluating as they make, assessing what fabrics and accessories could be used to further embellish their product.
- Introduction to batik – incorporating this into their product.

Pupils are taught how to think very creatively and produce their own designs. There is a big focus on teamwork and problem-solving skills in this topic.

Through the study of textiles, your child will be expected to develop the following skills:

Skills

- Advanced construction techniques using the sewing machine.

	• Higher level of hand sewing techniques. • Understanding and developing batik skills. Parents can support their child by watching design and make style programmes, such as: The Great British Sewing Bee', 'Great Pottery Throw Down' and 'Handmade – Britain's Best Woodworker', 'Inside the Factory' as these programmes demonstrate where the client is considered, how the design process is applied, and products made – all whilst problem solving and evaluating products.
French	Spring Term 1 • Buying food at a market • Understanding descriptions of quantity • Using transactional language. • Using prediction to help with challenging listening passages. • Giving answers in French for reading comprehensions • Talking about a future trip • Using the near future tense with questions. • Combining the present and near future tenses Spring Term 2 • Talking about celebrities and TV programs • Using singular and plural adjectives • Talking about digital technology • Forming and answering a range of questions • Arranging to go to the cinema and buying cinema tickets • Talking about leisure activities • Spotting perfect tense verbs in longer reading passages • Using three tenses together Through the study of French, your child will be expected to develop the following skills: Skills • Pupils will be able to use transactional language. • Pupils will be able to communicate and utilise food theme vocabulary. • Pupils will be able to give answers in French for a reading task. Parents can support their child by accessing the available resources on Google Classrooms such Linguascope and Quizlet.
Geography	Spring Term - Geography Weather and Climate • To distinguish the difference between weather and climate. • To explain how the weathers affect us. • To demonstrate an understanding of how weather can be measured. • To identify factors that affect the regional climate in the UK and in Europe. • To explore the causes and consequences of global warming. • To consider the impact of rainfall and the human and physical causes of river flooding using case studies. • To explore the causes of hurricanes and wildfires and their effect on the natural and human environment. Through the study of geography, your child will be expected to develop the following skills: Skills • Use real-world examples of river flooding or wildfires to understand the interplay between human and physical geography. • Analyse the effects of weather and climate events on people and the environment, considering both short-term and long-term consequences. • Support explanations with evidence from graphs, maps, or case studies. Parents can support their child by watching: Panorama: Britain's Wild Weather (BBC Documentary) Britain's Extreme Weather: Superstorms & Heatwaves (Channel 4 Documentary)

Spring Term 1 – The English Civil War

In this unit, pupils explore the causes, key events, and consequences of the English Civil War. They will study the conflict between Parliament and the monarchy, the role of key figures, the experiences of soldiers and civilians, and the long-term impact on British society and government. Pupils will also consider how historians interpret this period in different ways.

Through the study of history, your child will be expected to develop the following skills:

Skills

- **Understanding conflict and political change** – analysing how disagreements between monarchy and Parliament led to war and long-term constitutional changes.
- **Evaluating leadership and decisions** – assessing the choices of figures like Charles I, Oliver Cromwell, and Parliamentarians, and their consequences.
- **Interpreting different perspectives** – considering the viewpoints of Royalists, Parliamentarians, soldiers, and civilians, and understanding bias in sources.
- **Cause-and-effect reasoning in a complex context** – linking economic, religious, and political causes to the outbreak of war and subsequent outcomes.
- **Historical argument and judgment** – forming balanced conclusions about who was responsible for the war, or which side “succeeded” and why.

Parents can support their child by:

- Discuss the causes and consequences of the Civil War and encourage your child to explain ideas in their own words
- Read age-appropriate books or watch programmes about the period
- Explore how the Civil War shaped modern British government and society
- Visit museums, historical sites, or online collections related to the English Civil War
- Support homework by helping with organisation, understanding instructions, and clear presentation

Spring Term 2 – The Slave Trade

In this unit, pupils study the history of the transatlantic slave trade, including its origins, the experiences of enslaved Africans, the economic and social impact on Britain and Africa, and the movement towards abolition. Pupils also explore the legacy of slavery and consider how it connects to modern issues of equality and human rights.

Through the study of history, your child will be expected to develop the following skills:

Skills

- Placing events in chronological order and understanding their connections
- Historical enquiry, asking questions and using evidence to investigate the past
- Analysing sources, including documents, artefacts, images, and narratives from enslaved people
- Understanding cause and consequence of the slave trade and abolition movements
- Evaluating perspectives and experiences of different people involved, including enslaved Africans, traders, and abolitionists
- Developing empathy and ethical reasoning when studying human rights in history
- Forming balanced historical arguments and judgments about complex issues
- Using historical vocabulary confidently
- Explaining ideas clearly in discussion and written work

Parents can support their child by:

- Discussing the causes, experiences, and consequences of the slave trade with your child
- Reading age-appropriate books or watch child-friendly documentaries about slavery and abolition
- Exploring links between the history of slavery and modern society, such as equality, human rights, and diversity

	- Encourage your child to think about different perspectives and the human impact of historical events - Visit museums, historical exhibitions, or online resources related to the transatlantic slave trade - Support homework by helping with organisation, understanding instructions, and clear presentation
Music	Spring Term 1 - Reggae - Learning about the cultural background of Reggae Music - Investigating the Off Beat and how to hear and play this on a keyboard - Performing chords and melodies along to backing tracks which allow you to perform both on and off the beat by choice. - Learning the art of stylish (within a genre) Keyboard improvisation. This is with both chordal and melodic patterns. Spring Term 2 – Music For Film 2 - Continuing to investigate the impact of music on film - Creating both pad and rhythmical chord patterns to fit a emotional purpose - Developing riff and melodic patterns to heighten drama - Analysing the impact of musical choices on the film viewing experience. Through the study of music, your child will be expected to develop the following skills: Skills - Performance – Keyboard ability with: on and off beats, chord pattern performance; pentatonic melodic riff playing; Reggae tune performance; ensemble awareness to perform together. - Creative – Choices of chordal patterns; Melodic effective improvisation or writing; use of technology to create a musical product - Analysis – Listening to Reggae music and about the culture to find out the importance of the music; Investigating the impact of instruments, sounds and musical choices on the drama of a Film Parents can support their child by encouraging them to practice the keyboard materials where a keyboard or piano is available at home. The lesson materials will be available through the Yumu website, and the pupils have their own logins. Discuss a favourite film from your childhood and why you enjoy it. See if you can remember any of the tunes from it. Listen to the soundtrack for a film which you have not seen on YouTube, without the images and see if you can guess what the film is about from the music alone!
PE	Spring Term - Positivity through Dance and Cheer / Badminton (girls) - Flag-Football / Gaelic Football (boys) – - Effective Teams through Dodgeball/Handball/Volleyball Through the study of PE, your child will be expected to develop the following skills: Skills - Physical literacy, linked to the appropriate sport/activity - Concept development of self-reflection and improvement - Developed knowledge and understanding of rules, techniques and tactics in specific sports and physical activities Parents can support their child by promoting and supporting healthy lifestyle choices, encouraging daily activity and exercise and involvement in sport and physical activity outside of school. Development of understanding asking children about their PE lessons and how they would like to improve.

Spring 1: Humanism

Pupils will explore beliefs about why people are considered good or bad, comparing Christian ideas, such as being made in the image of God but fallen, with Humanist views, such as the belief that people can be good without God. They will link these beliefs to sources of wisdom that guide moral behaviour. Pupils will analyse how these ideas influence how people live, offering reasons for and against following a moral code, while considering the challenges of doing so. Finally, they will raise important questions about how and why people should be good, connecting the values studied with their own beliefs.

Spring 2: Suffering

Pupils will explore what different religions and worldviews say about the causes of human suffering, comparing perspectives from at least two traditions. They will examine religious and philosophical solutions to suffering, such as the concept of theodicy or the Eightfold Path. Pupils will analyse why people respond to suffering in different ways, such as rejecting God or working to heal the world. They will reflect on their own responses to suffering and evaluate how far religions are designed to help humans cope with it. Key concepts include the problem of evil, natural suffering, theodicy, Dukkha, and the crucified God.

Through the study of RE, your child will be expected to develop the following skills:

Skills

- Cultural Awareness: Recognising and respecting the diversity of religious traditions and worldviews.
- Self-Awareness: Reflecting on their own beliefs, values, and experiences in light of what they learn.
- Moral development: Exploring ethical questions and considering how religious teachings can inform their own decision-making.

Parents can support their child by encouraging discussion; ask your child what they've been learning in RE and discuss their thoughts and feelings. Questions like, *"What do you think about that belief or idea?"* or *"How does this relate to our own experiences?"* can spark meaningful conversations. Be open to questions: Let your child ask questions about religion, even if they are challenging or philosophical, and explore the answers together. Talk about topics they find challenging, such as life after death, ultimate questions, or moral dilemmas, to help them clarify their understanding.

Spring 1 – Relationship and Sex Education

- Love and dating
- Healthy and unhealthy relationships
- Underage sex and the laws
- Consent
- Contraception methods
- Sexually transmitted infections/HIV

Spring 2 – Health and wellbeing

- Alcohol what do you know
- Alcohol dangers and consequences.
- Illegal drugs including law and consequences
- Truth about drugs

Through the study of PSHE, your child will be expected to develop the following skills:

Skills

- Understanding risks and using these to make choices which will have a positive impact on them and their futures.
- Knowing how to protect themselves.
- Coping strategies and mechanisms for dealing with peer pressure.

Parents can support their child by encouraging and facilitating a positive and open environment to ensure they feel comfortable in asking personal questions about them or situations they may be aware of. Discussing the importance of knowing limitations and safe behaviours. Watching the news and discussing any issues related to legal and illegal drugs

