



What We Are Learning

Summer Term 2026

Year 8

Summer Term 1

Conflict Poetry

- Form, structure and language
- Embedding knowledge of poetic devices and poem structure
- Analysis of anthology of poems with the theme of 'conflict'
- Analysis of language and structure
- Development of annotation skills

Key words: *propaganda, tone, stanza, enjambment, structure.*

Summer Term 2

Gothic Literature

- Study of pre-19th Century texts
- Contextual understanding
- Exploration of complex and archaic language
- Tension and suspense
- Analysis of language and structure
- Development of annotation and inference skills
- Making comparisons across texts

Key words: *supernatural, context, suspense, pathetic fallacy, narrative voice.*

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

Skills

Reading Skills

- Consolidation of VIPERS comprehension skills
- Language and structural analysis – inferring the writer's intentions from the way they have structured the text and through their choice of words or techniques. Explaining conclusions and supporting them with reference to the text.

Writing Skills

- Narrative writing – to write a story, with a clear plot, characters and setting.
- Transactional writing – to write for particular audiences and purposes with the intention of sharing information e.g. speeches, letters, non-chronological reports, articles etc.
- Consolidation of grammatical and spelling skills.

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

Summer Term 1**Prisms and Cylinders**

- Metric units for area and volume
- Volume of a prism
- Surface area of a prism
- Volume of a cylinder
- Surface area of a cylinder

Compound Units

- Speed
- More about proportion
- Unit costs

Solving Equations Graphically

- Graphs from equations of the form $ax \pm by = c$
- Graphs from quadratic equations
- Solving quadratic equations by drawing graphs

Pythagoras' Theorem

- Calculating the length of the hypotenuse
- Calculating the length of a shorter side
- Using Pythagoras' theorem to solve problems

Summer Term 2**Working with Decimals**

- Negative powers of 10
- Standard form
- Rounding appropriately
- Mental calculations
- Solving problems

Manipulations Brackets

- More about brackets
- Factorising expressions containing powers
- Expanding the product of two brackets

Trigonometric Ratios

- Finding trigonometric ratios of angles
- Using trigonometric ratios to find the size of angles
- Using trigonometric to find lengths of sides

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

Focus Skills

- Mentally calculate with decimals.
- Working with standard form.
- Factorise and expand brackets.

Parents can support their child by

- Support them to complete their homework each week.
- Recap all 4 operations as essential maths skills.
- Ask their children what they are finding a challenge in class and support them to practice this at home.
- Calculate speed – you can do this when on a journey in the car.
- Look at practice papers to practice exam skills ready for their EOY tests.

P4- Waves

This topic looks at:

- Different types of waves- transverse and longitudinal
- How sound is made, how it travels through different mediums and how the ear works
- Uses of ray models to show refraction and reflection
- How the eye works
- Splitting white light into the different colours of the spectrum

Skills focus:

- Drawing scientific diagrams (ray diagrams)

Key words: transverse wave, longitudinal wave, refraction, reflection, convex

B4- Breathing and Circulation

This topic looks at:

- Structure and function of the gas exchange system
- Impact of exercise, asthma, and smoking on the respiratory system
- Structure and function of the circulatory system; this will include the structure of blood, blood vessels and the heart

Skills focus:

- Hypothesis testing
- Anomalous data

Key words: diaphragm, alveoli, oxygen, carbon dioxide, circulatory system

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

Parents can support their child by encouraging students to share and discuss their work at home- reinforcing learning by teaching others. Science can be incorporated into everyday life. Encouraging your child to go on to BBC Bitesize to help with pre-learning of these topics.

Summer Term**Japanese Art**

Create a traditional Japanese art piece based on Koi fish, Dragons or Landscapes.

Designing and Research

- To create an interesting research page showing links to Japanese art.
- To learn how to decorate, layer and use the space effectively on a page.

Final pieces

- Create a wax resist using inks and watercolour.
- Create a block print looking at Japanese landscapes.

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

Skills

- Wax resist- application of wax crayons, mixing inks and watercolour to showing blending techniques.
- How to use tools and materials effectively to create a block print using 2 different colours.
- How to draw and include key features in an Anime style.

Parents can support their child by encouraging them to engage in creative activities outside of school. This could include workshops, visits to galleries or museums.

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	
	Lesson Year 8
1	Booklet health and safety
2	Dips and Crudites - Blender/chopping/grating/sizing/presentation/dovetail
3	Chicken curry – Chopping skills/safety/timing/presentation/hob/flavours/boiling/simmering/ using raw meat
4	American Pancakes - coagulation/ Using hob/ sizing/presentation
6	Beef Chilli hob/safety/presentation/timing/chopping sizing/flavours/simmering
7	Swiss Roll Whisking/coagulation/folding/rolling/presentation
8	Half Term
9	Egg Fried Rice - Hob/safety/precision chopping /coagulation
10	Muffins - folding/sizing/safety/oven
11	Assessment Planning
12	Assessment Making in line with Gcse
13	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.

Drama**Theatre Design:**

- Different types of design in theatre – set and costume.
- Principles of design – research, responding to text, concept, design drafts, making.
- Technical Theatre – equipment and design.
- Creating and presenting a design portfolio and model box in response to a text.

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

Skills**CREATING**

- Exploring the principles of stage design to create own work.
- Exploring how textual analysis can inform design choices on stage.
- Understanding Technical theatre equipment and principles – lighting and sound design.
- Understanding the design process and use of model boxes and design portfolios.
- Effective collaboration, communication, creative skills.

PERFORMING

- Demonstrating understanding of how stage action is enhanced and impacted by design.
- Demonstrating impact of technical theatre elements on the actor on stage.
- Demonstrating vocal, physical and presentation skills when pitching their designs.

REFLECTING

- Identifying areas of achievement and development within the creative process.
- Identifying areas for improvement in own and others' work.

Parents can support their child by:

- Encouraging students to share and discuss their work at home.
- Watching and discussing examples of set design, costume design, lighting and sound in films and theatre productions.
- Researching leading figures in stage design.
- Exploring theatre lighting and professional roles such as Stage Management, Lighting and Sound Technicians, Composers, Designers, Directors and Writers.
- Going to the theatre and see a production that has interesting set and costume design. Musicals are often good for this. The cost of tickets is expensive so there's no expectation on families to do this, but if considering going to the theatre this would also support their Drama learning.
- 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.

Product Design

Students use all the skills they have covered in years 5,6 and 7 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 and marking out and cutting various types of joints. They experiment with smart materials and learn to follow construction drawings to create a design.

Students 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.

Prior learning includes:

- Year 5 & 6 & 7 - 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
- How to produce a quality finish
- Use of wood, acrylic and appropriate equipment
- Creating pulley systems
- Creating gear systems
- Using smart materials
- Reading construction drawings, marking out material and creating a model.

Textiles

Students 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.

Students 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 DT, 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.

Summer Term 1 & 2

- Describing the region where you live
- Using the verb 'pouvoir' to talk about things you are able to do in your region.
- Using the verb 'devoir' to talk about the chores you have to do at home. Spotting TRAPS in the listening activities
- Talking about daily routine and using reflexive verbs.
- Talking about moving house
- Using irregular adjectives
- Using three tenses in writing

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

Skills

- Join in conversations by giving answers and asking follow-up questions.
- Use good pronunciation and intonation when speaking French.
- Use your knowledge of French sounds to help you read unfamiliar words.
- Use basic grammar correctly, including verb endings for pouvoir and devoir, gender, irregular adjectives and reflexive verbs.
- Using Strategies for learning to work smart not hard.

Parents can support their child by accessing the available resources on Google Classroom such Linguascope, Lawless French and Quizlet. Furthermore, parents and students can change the language settings on Netflix or another streaming service and enjoy their favourite programme in French.

Summer Term 2 - Geography**Tourism**

- Understand different types of tourism and its importance.
- Explore factors behind the rapid growth of tourism.
- Analyse data to track changing UK holiday habits.
- Describe Blackpool's tourism growth and its challenges.
- Understand the role and conflicts within National Parks.
- Recognise how some tourist destinations face challenges due to conflicting interests.
- Explore the impact of safaris on destination countries.

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

Skills

- **Geography** – Map skills, spatial awareness, data analysis, comparison and fieldwork.

Parents can support their child by: Bedford and Bletchley Line – Take a short train journey and talk about transport links in tourism.

Summer Term - History**The British Empire**

Students will explore the rise and expansion of the British Empire and its impact across the world. They will investigate how and why Britain built an empire, the methods used to gain and maintain control, and the experiences of people within the Empire. Pupils will also consider both the positive and negative consequences of empire and how its legacy continues to shape the modern world.

Suffrage

Students will study the struggle for voting rights in Britain, focusing on the campaigns of the Suffragists and Suffragettes. They will explore the reasons why people were denied the vote, the methods used to campaign for change, and the key individuals involved. Pupils will also examine how and why suffrage was eventually achieved.

Causes of the First World War

Students will investigate the long- and short-term causes of the First World War, including alliances, militarism, imperialism, and nationalism. They will explore how tensions built over time and examine the events that led to the outbreak of war in 1914. Pupils will consider the role of key countries and individuals in the escalation of conflict.

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

Skills**History**

- Develop an understanding of complex causation, learning how multiple factors can combine to cause major events.
- Explain and prioritise causes, analyse historical evidence, and make supported judgements about responsibility.
- Build their ability to construct clear, structured historical explanations.

Parents can support their child by

- Discuss different viewpoints: Encourage your child to consider how the Empire may have been experienced differently by different people.
- Make modern links: Talk about how the legacy of the Empire can still be seen today. Discuss the importance of voting and democracy in modern society.
- Ask 'why?' questions: Prompt deeper thinking by asking why events happened, not just what happened.

Summer Term 1

- Music technology
- Learning
- How to record using a microphone
- Learning how to edit sound
- Learning how to record with a Midi keyboard
- Editing / remixing and mastering techniques using the Yustudio DAW

Summer Term 2

- Class Album project
- Bringing together the 4 years of teaching in a creative project which combines the use of the elements of music and techniques with creative control.

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

Skills

- Performance and keyboard skills
- Editing / recording and evaluation skills
- Creating musical structures and layered textures
- Building musical choices.

Parents can support their child by:

- Encouraging students to understand the importance of building your self-confidence.
- Helping students to consider which styles of music they enjoy listening too
- Sharing their finished work and listening to the tracks they produce.

Summer Term 1

- Athletics
- Concept – Emotional Intelligence
- Redefining competition

Summer Term 2

- Cricket
- Rounders
- Softball
- Concept – Redefining competition

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

Skills

- Aiming for our personal best
- Improving techniques in running (pace/speed), throwing and jumping
- Improving handling, passing and movement skills
- Attacking and defending skills and techniques
- Striking and fielding techniques
- Outwitting opponents

Parents can support their child by

Assisting them in setting targets

Improve throwing and catching skills by practicing at home

Looking at local opportunities to continue learning at home and outside of school

Summer 1 – Living in the wider world

- Career opportunities
- Labour market information
- Stereotypes in careers
- DOTS – career research, decisions following Redborne/Upper school

Summer 2 – RSE

- Challenging relationship stereotypes
- Effects of change - loss and separation
- Effects of change - moving to a new school
- All about me in Middle School / CV style

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

Skills

- Knowing what career opportunities there are available to them
- Researching
- Writing positively about themselves
- Understanding the next steps of their education

Parents can support their child by looking at a variety of careers with their child, finding out what they are interested in and what jobs may be available within that field of work.

Keeping a calm and positive attitude towards transitioning to another school, attend the transition events at their next step school. If there are any concerns about it inform the child's form tutor so we can help to reduce any anxieties the child may have.

Summer 1 - The Buddha

This unit explores the life of Siddhartha Gautama, his journey to enlightenment, and the core teachings of Buddhism. Students will examine key events in the Buddha's life, such as his renunciation of wealth, his search for truth, and his enlightenment under the Bodhi tree. They will also study foundational teachings like the Four Noble Truths and the Eightfold Path, considering their relevance in modern life. Through reflection and discussion, students will analyse how Buddhist principles, such as compassion, mindfulness, and non-attachment, influence individuals and communities today, both within Buddhist traditions and in broader society. The unit aims to develop an understanding of Buddhism's lasting impact while encouraging personal reflection on values and beliefs.

Summer 2 - My Life

This unit invites students to explore profound questions about purpose, identity, and personal values. Through examining religious, philosophical, and secular perspectives, students will consider what gives life meaning and how beliefs can shape life choices. Key themes include personal responsibility, moral decision-making, and the pursuit of fulfilment. Students will reflect on how different traditions and worldviews guide individuals in making commitments — whether to faith, family, community, or personal goals — and analyse the impact these commitments have on shaping identity and purpose. The unit encourages students to think critically about their own values and what gives their lives meaning.

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

Skills

- Biblical interpretation; theological reasoning; critical thinking; religious literacy; ethical reflection; debate & discussion

Parents can support their child by:



Practice Mindfulness – Encourage simple breathing exercises or meditation to help children experience how Buddhists seek calm and focus.



Discuss Karma and good choices – Talk about cause and effect in everyday life, linking it to the idea of karma (e.g., "If we are kind to others, they are likely to be kind to us").



Encourage questions – Buddhism is full of deep ideas! Encourage your child to ask questions and discuss their thoughts on happiness, suffering, and making good choices.



Discuss life's big questions – Engage in regular conversations about questions like "What gives life meaning?" and "What values are important to you?" Encourage your child to express their thoughts and listen actively to their responses. Share your own perspectives and experiences, especially regarding personal values, family, and life choices.



Help set personal goals – Support your child in setting goals that align with their values, whether related to education, hobbies, or personal growth. Encourage them to think about how these goals connect to their broader sense of identity and purpose.