



What We Are Learning

Autumn Term 2026

Year 8

English

Autumn Term 1 & 2

'The Hunger Games' by Suzanne Collins

- Definition of and types of dystopia
- Varying language and structure to show character
- Features of descriptive writing and narrative writing and the difference between the two
- Typical techniques used to build tension
- Sub-plot and analepsis (flashback)
- Knowledge of key themes and characters in the novel
- Analysis of the text – language and structure
- Forming judicious personal opinions of books
- Using inference to form opinions
- Applying language techniques to writing

Key words: *utopia/dystopia, theme/motif, perspective, society, justice.*

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 – organising ideas clearly and persuasively for a specific purpose and audience, using structure and tone effectively.
- Narrative writing – creating engaging characters and settings through descriptive detail, imagination, and control of structure.

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

Autumn Term

Rounding and Estimation

- Rounding to 1 significant figure
- Rounding to a given number of sig figs
- Rounding to estimate calculations
- Estimating roots

Standard Form

- Investigate positive powers of 10
- Standard form with positive indices
- Investigate negative powers of 10
- Use standard form with negative indices
- Compare and order numbers in standard form
- Mentally calculate in standard form
- Add and subtract numbers in standard form
- Multiply and divide numbers in standard form
- Use a calculator to work out numbers in standard form

Indices

- Exploring index notation
- Multiplication and division laws
- Power law of indices
- Combined laws of indices
- Roots
- Simplifying using laws of indices
- Simplifying algebraic fractions

Ratio and Proportion

- Ratio notation
- Simplifying and equivalent ratios
- Ratios, fractions and percentages
- Dividing in a ratio
- Direct proportion
- Inverse proportion

Statistical diagrams

- Pie charts
- Line graphs
- Stem and leaf diagrams
- Averages from diagrams

Brackets, Equations and Inequalities

- Forming expressions
- Collecting like terms
- Directed number with algebra
- Expand single brackets
- Factorise
- Expanding double brackets
- Solving 1 and 2 step equations
- Equations with fractions

Linear Graphs

- Graphs of $y = a$, $x = b$, $y = x$ and $y = -x$
- Draw graphs from simple formulae
- Graphs in the form $x + y = a$
- 4 graphing linear equations
- Gradient of a line
- Equation of a straight line
- Midpoints of line segments
- Quadratic graphs

Sequences

- Generate sequences from rules given in words
- Generate sequences from a simple algebraic rule
- Generate sequences from a complex algebraic rule
- Find the n th term

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

Skills

- Number and Calculation Skills
- Algebra and Graphical Reasoning
- Problem Solving and Probability

Parents can support their child by holding a **Standard Form Challenge** – Pick large or tiny numbers from real life (e.g., population of a city, distance to the sun, weight of a grain of sand). Ask your child to write them in standard form, compare them, or do quick calculations.

B3-Reproduction and Genetics

This topic looks at:

- Reproduction in humans which includes the structure/function of the male and female reproductive system, the menstrual cycle, fertilisation, gestation and birth
- Reproduction in plants including flower structure, pollination, fertilisation and seed dispersal
- Introducing students to the structure of DNA and the scientists involved in discovering this
- Variation between species

Key words: reproduction, fertilisation, pollination, chromosome, variation

P2- Earth and Space

This topic looks at:

- Composition and structure of the Earth
- Formation of rocks and the rock cycle
- Calculating weight and how it changes on different planets
- How we get seasons
- How we get day and night

Key words: weight, metamorphic, igneous, sedimentary, light year

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

Skills

- Interpreting data to draw conclusions
- Drawing histograms
- Developing and testing hypotheses
- Random and systematic error

For the topic of Earth and space, parents can support their child by encouraging them to look at the night sky together, talk about the movement of the Moon and planets, and explore different types of rocks when out walking or visiting outdoor spaces. Using simple models (like balls or lamps) can also help children understand how day, night, and the seasons occur.

For the reproductive system, parents can help by having open, age-appropriate conversations about how humans and animals grow and reproduce. Looking at life cycles in nature, such as plants flowering or animals raising young, is a good way to link school learning to the world around them. **They can also use BBC Bitesize to review key vocabulary and ideas together, giving children extra practice with scientific language.**

Autumn Term**Grotesques****Designing and Research**

- To create a visual research page using layering techniques, collage and various medias for decoration.
- Recognise characteristics of and explore ideas and thoughts based on gargoyles through 'free' sketching and mark making.
- Select relevant visual information from Brian Froud's goblins. Develop texture and character within design ideas.
- Using all collected imagery, decide which features will be included in the final design and draw a detailed plan of the 3D outcome.

Making and Evaluating

- To refer to plan of final design begin to construct a 3D gargoyle.
- To use sculpting and material processes construct a stable base for the gargoyle.
- To explain the differences between creating 2D and 3D artwork and describe how the design process has been used.
- To interpret the tactile qualities of visual research in your sketchbook to inform you of how to apply glazes or a wax resist.

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

Skills

- Applying mark making techniques to drawings.
- Use of Shade and tone using different medias.
- Use of the clay tools to obstruct a 3D final piece and apply texture.
- Showing a wax resist technique on the surface of the clay.

Parents can support their child by encouraging them to experiment and practice different techniques at home.

Autumn Term 1**Vector graphics**

- Get into shapes
- Working with multiple objects
- Paths
- What will you make?
- Behind the scenes
- Showcase

Autumn Term 2**Computing systems**

- Get in gear
- Under the hood
- Orchestra conductor
- It's only logical
- Thinking machines
- Sharing

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

Skills

- **Digital Design and Creativity**
- **Understanding Computing Systems**
- **Problem-Solving and Logical Thinking**

Parents can support their child by asking your child to create a simple logo, poster, or digital drawing using free online design tools (e.g., Canva, Google Drawings). Talk about their choices of shapes, layers, and paths.

Cooking & Nutrition

Students make various recipes using oven and hob.

Students 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
Week 1	Booklet health and safety
Week 2	Adapting a recipe non boring salad.
Week 3	Chicken curry and nan Chopping skills/safety/timing/presentation/hob/flavours/boiling/simmering/ using raw meat
Week 4	Bread Focaccia
Week 5	Choux pastry
Week 6	Experiment Gluten
Half Term	
Week 7	Potatoes
Week 8	Burger in a bun
Week 9	Assessment Planning
Week 10	Assessment Making in line with Gcse
Week 11	Swiss Roll
Week 12,13,14,15	Lemon meringue Pie, cottage pie,brownie and custard, Full English
All dairy/meat put in the fridge at the beginning of the day.	Labelled container and dish for cheesecake
Support by parent/carers 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

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
- Prototypes and templates- using PMI Form
- Introduction smart materials
- Create a box with joint as part as an assessment
- Research, ACCESS FM and using A.I in product design

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 bucket hat

Key activities include:

- Initial ideas, developing ideas and producing patterns based on their final designs.
- Creating mood boards, accurately marking out material, pinning and sewing to the exact requirements.
- Research and ACCSES FM
- Using sewing machines to a more advanced skill level.
- Developing high level 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.
- Printing

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 and fabric decoration
- Higher level of hand sewing techniques.
- Understanding and developing batik skills.
- Relate to real experiences and history behind bucket hats

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

Autumn Term 1

- Introduction to 'Strategies for Learning' (S4L) and classroom 'Sentence Starters'
- Seasons and months
- Saying what countries, you went to on holiday
- Saying who you went on holiday with
- Revising family members and possessive adjectives
- Saying how you travelled to your destination
- Using the perfect tense of regular -er verbs to talk about some places you visited on holiday
- Using sequencers to order activities
- Saying what something was like

Autumn Term 2

- Talking about things you did in the holidays
- Understanding how to use the perfect tense when talking about other people
- Saying what you didn't do on holidays
- Spotting TRAPS in listening and reading activities
- Revising dates
- Understanding how different cultures celebrate different festivals and giving opinions.
Using the present tense of regular -ir and -re verbs

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

Skills

- Speaking: Talking about a special holiday.
- Writing: Short paragraph about their holiday.
- Listening: Understanding a conversation/interview of a holiday.
- Speaking: Talking about a special holiday.

Parents can support their child by using the available resources on their Google French Classroom such as Linguascope to engage with language games.

Geography

Autumn Term - Geography

Coasts

- To explain what a coast is using key vocabulary.
- To understand how waves form and how they vary.
- To identify key topographical features within UK regions.
- To examine the physical processes affecting coastlines.
- To identify the features and processes of the coast.
- To describe key aspects of human geography, such as types of settlement or land use.
- To explore a coastline as a case study example of managing a vulnerable coastline

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

Skills

- **Physical Geography** – explaining coastal processes (erosion, deposition, transportation) and identifying landforms such as headlands, bays, cliffs, and beaches.
- **Human Geography** – evaluating how people live, work, and manage vulnerable coastlines, including case study examples.
- **Geographical Enquiry** – analysing evidence (maps, photos, and data) to explain changes along coastlines and consider sustainable management.

Parents can support their child by: Watching or reading a recent news story about flooding in the UK and discussing how extreme weather can affect people, communities, transport and the environment. For example, recent flooding across parts of England and Wales in August 2026 followed a prolonged period of heat and drought. Discuss why a very dry summer can still be followed by serious flooding and how communities can prepare for and respond to flooding.

Autumn Term – History**Autumn 1****The Tudors**

In this unit, pupils will study the Tudor monarchs, from Henry VII to Elizabeth I, and the challenges they faced. They will explore key events such as the Reformation, the break with Rome, and the Spanish Armada. Pupils will analyse sources to understand how Tudors used power, and how religion, politics, and daily life changed during this period.

Autumn 2**The Reformation**

This unit focuses on the religious upheaval of the 16th and 17th centuries. Pupils will explore why the Reformation happened, how it affected everyday people, and the impact of key figures such as Henry VIII and Martin Luther. They will also investigate how religion and politics were connected, and what this reveals about power in early modern England.

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

Skills

- **Understanding power and change:** Exploring how monarchs and religious leaders shaped politics, society, and religion.
- **Source analysis:** Evaluating evidence to understand how events were recorded and interpreted.
- **Making connections:** Linking events like the Reformation and Armada to their wider impact on people's daily lives.

Parents can support their child by creating a **"Tudor Family Debate"** at the dinner table. Choose a big Tudor question, such as:

- Should Henry VIII have broken with Rome?
- Was Elizabeth I England's greatest monarch?

You may also be able to visit **Hampton Court Palace** (Henry VIII's famous palace) or a local Tudor site/museum, such as Moot Hall in Elstow, Willington Dovecote and Stables, or Dunstable Priory.

Autumn Term 1

- Blues and Jazz
- Cultural awareness of Blues, Rock and Jazz Music
- Learning how to play Bass riffs, Chords, Improvised tunes in the style of Blues, Jazz and Rock n Roll.
- Individual and group performances on the Keyboard

Autumn Term 2

- What makes a good song?
- Performing well known songs. Looking at developing finger positions and the key components to a good song
- Sequencing some well-known songs using different MIDI and sample technology
- Creating your own song using Yumu technology

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

Skills

- Developing effective group keyboard skills to perform in a style
- Know about the impact of songs and the words chosen
- Know how to use music technology to sequence or create your chosen music
- Start to develop some creative ideas of your own.

Parents can support their child by encouraging them to listen to music and to try to work out how the music changes through the different parts of the music. Is the chorus louder, higher, with more instruments added and more joyful with positive chords used? Is the verse simple with less instruments and a set of storytelling lyrics. Or is the song you have chosen different from the standard model. Does it work with the words chosen?

Autumn Term 1

- Football (Boys/girls) – The Value of PE – TEAM Alameda
- Netball (girls)
- Basketball (Boys)

Autumn Term 2

- Sporting Values through Rugby (boys/girls)
- Handball

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

Skills

- Development of motor and fundamental movement skills
- Development of coordination and control
- Development of key components such as agility, balance and speed
- Development of the understanding of the value of sport in areas such as teamwork and cooperation
- Development of problem solving and decision making

Parents can support their child by ensuring they have the correct equipment necessary for the activity. They can encourage children to attend further clubs both in and outside of school and can encourage a healthy and active lifestyle. You can also support by engaging your children in asking what they have been learning about in school and promoting a discussion about this, especially regarding our concept area.

Autumn term 1 -

- Characteristics of a healthy lifestyle including physical activity, diet and the barriers individuals may have to it (phf1, he1, he2, mw2, mw7)
- Recognise signs of emotional and mental health difficulties (mw5, mw2, rr3)
- How advertising online is manipulative - (wo5) advert photoshopping
- How generative AI works and its impact - deep fakes (osa15)
- Benefits of physical activity and exercise, recognising the barriers to these (phf1, phf3, mw2)
- Importance of sleep and personal interests in your routine (hpp6)
- Life saving skills, CPR and purpose of a defibrillator (bfa2, bfa3)

Autumn term 2 -

- Using the 'Watch over me 3' drama to navigate relevant issues of motivations and misconceptions of carrying weapons, how to recognise signs others are being drawn into criminal behaviour, respectful and healthy behaviours and relationships, identify the difference between romantic gestures and obsessive fixation, trust and exploitation. (ps5, bs3, bs4, bs10, bs11)

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

Skills

- Self-awareness and understanding
- Life skills
- First aid

Parents/carers can support their child by involving them in budgeting the weekly shop, discussions around saving and expenditure, start to explore with them what they are interested in and how they may like to incorporate that into any future plans.

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.

Happiness

To answer the question, “Should happiness be the purpose of life?” pupils will compare and explain different ways to happiness (Christian, Buddhist and non-religious) and explain how people use different sources of authority in deciding what the purpose of life is. They will be able to show how beliefs and teachings can affect people’s views on whether or not it is important to achieve happiness, and explain the value of happiness as the purpose in life, weighing up religious and non-religious views, including their own.

They will evaluate how far these ideas and beliefs about happiness help them make sense of the world, offering reasons and justifications for their responses.

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

Skills

- Exploring Beliefs and Values
- Critical Thinking and Evaluation
- Personal Reflection and Ethical Understanding

Parents can support their child by **having a discussion about happiness** – Ask your child: *What makes people happy? Do you think happiness should be the purpose of life?* Encourage them to consider different perspectives (Christian, Buddhist, and non-religious).