

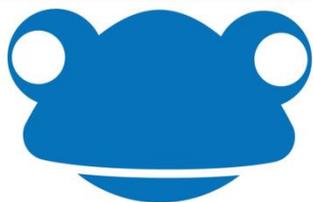
## SCIENCE

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The **Year 8** Science is the culmination of the Common Entrance syllabus studied in Year 6 and 7. The curriculum is designed to be a spiral, where many topics are revisited and extended upon.

Biology Topics	Chemistry Topics	Physics Topics
Health, microbes and disease; Feeding relationships, population size; Predation and Competition	Patterns of behaviour; Reactivity of metals, salt formation; Changing materials / chemical reactions; Classifying materials (particle model)	The Earth and beyond; Electromagnets; Conservation of energy; Energy transfers; Energy resources; Pressure and moments

The boys are assessed every term in Science and from January the boys will sit three short (40 minute) papers: one each in Biology, Chemistry and Physics. It is highly recommended that the boys revise regularly throughout Year 8, remembering to use the work from Year 6 and 7. Since 2015, boys in Year 8 have been taking part in **Science Capital** research for King's College London.



*Click on the FROG*

**All coursework and homework will be posted on [FROG](#)**

This resource acts as a backup for any lost sheets, or for pupils who have been absent during lessons.

**CE syllabus** (for boys sitting CE in June 2016/17) can be found [here](#)

## MATHS

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**Year 8** Maths continues with preparation for Common Entrance. The Christmas term is used to prepare boys for January Senior School entrance examinations.

<b>Extra topics for entrance examinations include:</b>			
<ul style="list-style-type: none"> <li>• Hard arithmetic;</li> <li>• Estimation;</li> <li>• Upper and lower bounds;</li> <li>• Percentages;</li> <li>• Ratio (when given the difference) &amp; proportion including map scales;</li> <li>• Prime factors and their uses i.e. finding LCM &amp; HCF;</li> </ul>	<ul style="list-style-type: none"> <li>• Substitution and Binary operations;</li> <li>• All aspects of algebra including solving fractional equations;</li> <li>• Algebraic products;</li> <li>• Simultaneous equations;</li> </ul>	<ul style="list-style-type: none"> <li>• Sequences and finding the nth term;</li> <li>• Speed;</li> <li>• Bearings including being able to draw a diagram with no starting point;</li> <li>• Perimeter, Area and Volume including volume of cylinders;</li> </ul>	<ul style="list-style-type: none"> <li>• Graphs – being able to find the gradient and hence the equation of the linear line;</li> <li>• Pythagoras – using Pythagorean triples;</li> <li>• Transformations;</li> <li>• Angles including polygons and being able to explain how the answer was obtained;</li> <li>• Statistics;</li> <li>• Probability;</li> <li>• Venn diagrams (possibly).</li> </ul>

### **Extra topics that need to be covered for Level 3 Common Entrance:**

- Reverse percentages;
- Finding the radius of a circle when given, circumference, area or volume;
- Investigation questions that will involve finding the nth term;
- Revise constructions;
- Revise inequalities and other algebra.

**CE syllabus** (for boys sitting CE in June 2016) can be found [here](#)



## ADT

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Examples of previous projects in **Year 8** include:

- Exploring the Architecture of Frank Gehry and Daniel Libeskind through clay modelling;
- Learning how to achieve the illusion of perspective in a painting;
- Using teamwork skills and the techniques of Cubism to create your own sculptures;
- Studying and discussing the art work of Banksy and creating their own site specific print to exhibit around the school.

### Useful resources:

<http://www.studentartguide.com/resources/best-art-teacher-blogs>

[http://www.sciencemuseum.org.uk/online\\_science.aspx](http://www.sciencemuseum.org.uk/online_science.aspx)



## COMPUTER SCIENCE

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Computer Science is a practical subject, where invention and resourcefulness are encouraged. Pupils are expected to apply the academic principles they have learned to the understanding of real-world systems, and to the creation of purposeful artefacts. This combination of principles, practice, and invention makes it an extraordinarily useful and an intensely creative subject, suffused with excitement, both visceral (“it works!”) and intellectual (“that is so beautiful”).

**St Anthony’s boys will understand and play an active role in the digital world that surrounds them, not be passive consumers of an opaque and mysterious technology.**

In **Year 8**, boys will have the opportunity to:

- Use two or more programming languages, at least one of which is textual, to solve a variety of computational problems;
- Undertake Khan Academy Javascript lessons 12 – 25;
- Understand several key algorithms that reflect computational thinking, such as ones for sorting and searching; use logical reasoning to evaluate the performance trade-off of using alternative algorithms to solve the same problem;
- Understand simple Boolean logic (such as AND, OR and NOT) and some of its uses in circuits and programming.
- Understand several key algorithms that reflect computational thinking.

**Useful resources:**

<http://stanthonysprep.org.uk/Curriculum/Computing/>



## ENGLISH

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Throughout **Year 8**, a great deal of the teaching is centred on literature. The boys read a wide range of novels, which provide the basis for written work. The boys write in a wide range of formats, for example, play scripts, radio scripts, internal monologues, diary entries and so on.

Reading is at the heart of what we do. ***The boys must read independently.*** When they are given novels or plays, they will be expected to read ahead, and to be able to discuss, both orally and in writing, what they have read.

Among the plays and novels studied in Year 8 are:

- *Macbeth* by William Shakespeare;
- *Journey's End* by R.C. Sheriff;
- *Northern Lights* by Philip Pullman;
- *Coram Boy* by Jamilla Gavin;
- *Lord of the Flies* by William Golding;
- *Of Mice and Men* by John Steinbeck;
- *Stone Cold* by Robert Swindells;
- *Animal Farm* by George Orwell;
- *Hot Water* by P.G. Wodehouse.

All pupils have a text-book, '*So You Really Want to Learn English*' by Susan Elkin. In addition, they are given bound booklets with detailed notes on grammar, spelling, comprehension tips, hints for creative writing, how to approach literature, useful terms for studying poetry, punctuation and other useful guidance, as well as detailed explanations of the C.E. syllabus.

CE syllabus can be found [here](#)



## FRENCH

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The Grammar covered in **Year 8** finishes the Common Entrance syllabus. There is far more working through of past papers than in Year Seven. The boys will write *four* 'Prepared Topics' for the final French Oral exam and will hone their letter writing skills.

A *French to English* vocabulary test will be given each week, in addition to a main homework.

### **Vocabulary**

In Year 8 a Vocabulary reference book is used: *Malvern CE 13+*.

There is also a phrase reference book for the French Oral Exam: *Malvern French Speaking Test*.

### **New Grammar:**

- *the Imperfect Tense;*
- *the Future Tense;*
- *more Irregular Verbs;*
- *further Irregular Adjectives;*
- *further Negatives;*
- *further Reflexive Verbs.*

**CE syllabus** can be found [here](#)



## GEOGRAPHY

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The programme of study for **Year 8** Geography is designed to bring the real world into the classroom as much as possible by investigating a range of topics and issues drawn from the following: secondary and quaternary industry and its location, environmental issues and sustainable development.

The boys will also spend some time revising the entire syllabus in preparation for external examination. They will also spend some time writing up the river project *which will be submitted as coursework*. This will evolve into a significant body of work that your son will be proud of.

**CE syllabus** can be found [here](#)

### **Useful resources:**

[www.geography.learnontheinternet.co.uk/topics/secondary.html](http://www.geography.learnontheinternet.co.uk/topics/secondary.html)

[www.towards-sustainability.co.uk](http://www.towards-sustainability.co.uk)

[www.bbc.co.uk/tribe](http://www.bbc.co.uk/tribe)



## HISTORY

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In **Year 8**, for Common Entrance, we study the period known as *The Making of the United Kingdom: 1485-1750*. In fact, we usually stop at 1715, preferring depth to breadth of coverage. Much of the focus is on political history. However, we look at some aspects of social history, including *Ket's Rebellion* and its agrarian causes.

We also look at the reasons for the increase in poverty during the seventeenth century, the results and Tudor legislation on the subject. Religion also plays a prominent role in the course. The seventeenth century was an intensely religious period and it is impossible to develop any understanding of, or feeling for, the period without understanding some of the religious issues.

We look at the background to *The Reformation* and we focus on *The Elizabethan Settlement* and the various forms of opposition to it, such as *Puritanism*. We will look in some detail at the religious changes in the reign of Charles I and we will discuss the effect of these changes on people's lives.

For Common Entrance, the boys need to demonstrate that they can look critically at historical sources. They will be taught how to look at sources and how to assess their usefulness and reliability. They will look at the provenance of sources. They will learn how to form judgements about bias and objectivity and how to ask pertinent questions about sources. Pupils will write a number of essays throughout the year. They will be encouraged to form judgements and to voice opinions, supported by factual evidence.

CE syllabus can be found [here](#)

### Useful resources:

<http://www.nationalarchives.gov.uk/about/>

<http://www.bbc.co.uk/history/>



## RELIGIOUS EDUCATION

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In **Year 8**, students will continue to develop three important skills:

1. Recall of key details from Biblical passages;
2. Explanation of what these passages reveal to Christians about God and the nature of human life;
3. Discussion of a religious position – explaining why someone might take up a position on a question of ethics and religion, and why others might disagree. Students will also give an account of what the Church teaches about how God should be worshipped and how a Christian life should be lived out.

There will also be some lesson time set aside to study other world religions and topical ethical and religious questions.

CE syllabus can be found [here](#)

Useful resources:

<http://stanthonysprep.org.uk/Curriculum/Religious-Education/>



## DRAMA

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Drama at St Anthony's is primarily concerned with the development of pupils' imagination, self-confidence and self-esteem. Alongside this students will develop a number of key Drama Skills. Throughout **Year 8**, the work is predominantly focused on **Physical** and **Spatial Awareness**, developing skills for **professional performances**.

### Christmas Term – World War II Evacuees

At the start of Year 8 the boys will begin by studying the historical events of World War II. The narrative of the lessons will focus primarily on evacuees during this time and their journey over the seven years that the war lasted. Through live Drama session they will journey from the night of the Blitz, to the train station, across the countryside and back to London seven years later they will gain an understanding first hand of the traumatic events that occurred to young people across England during this time. Working with the Head of Drama, Niyazi Unugur, they will be given support in the structure, staging and rehearsal, refining their performances to be ready to showcase at the end of the Christmas term.

### Lent Term – Shakespeare & Stage Combat

Continuing with their work from year 7, Speaking and Listening, and combining with this year's focus, Physical and Spatial Awareness, this term the boys will be exploring a Shakespearean play, taking the words off the page and onto the stage where they belong! Shakespeare is responsible for some of the greatest plays ever written and by proxy some of the greatest fights. Studying the fights practically, students will be encouraged to perform a Shakespearean text and gain a greater understanding the plays and their staging. The stage combat workshops will be lead and fully supported by the Head of Drama, Niyazi Unugur, who will cover the basics of unarmed stage combat skills, which are then utilised in a staging of the Shakespearean text. Slaps, Hair-pulls, Punches, Kicks, Strangles and reactions to each move will all be covered over this unit of study. Alongside this students will be expected to choreograph, learn lines, rehearse and perform their work to their class-mates in lesson.

### Summer Term – Film Making

Students will end their study in Drama with a film making project, where they will draw upon all their skills from the three years of study. Working with the Head of Drama, Niyazi Unugur, they will brainstorm, script, storyboard, pitch and produce their ideas for this year's film making week. Once these have been given the green light they will refine their work and ideas through the pre-production stage.

Finally they will film and edit their work during Film Making week and showcase their finished films at their end of year showcase event.



## ARTS CAROUSEL 2015-16

	MICHAELMAS TERM	LENT TERM	SUMMER TERM
YEAR 8 DRAMA	WW2 Evacuees Tribute installation	<i>Shakespearean Plays</i>	<i>Writing and Making Film</i>
YEAR 8 ART / DT		<i>Six machine project</i>	<i>Small projects</i>
YEAR 8 MUSIC		<i>Audacity / part singing</i>	<i>Multi-tracking projects</i>

YEAR 7 DRAMA	<i>The Musketeers</i>	The Lord of the Flies Project showcase performance	<i>Devising Comedy</i>
YEAR 7 ART / DT	<i>Clocks</i>		<i>Small projects</i>
YEAR 7 MUSIC	<i>Bentley tests / Keyboard Skills</i>		<i>Performance Celebration</i>

YEAR 6 DRAMA	<i>Treasure Island</i>	<i>The Lord of the Rings</i>	Greek Mythology Project showcase performance
YEAR 6 ART / DT	<i>Saatchi competition</i>	<i>Fourth Plinth competition</i>	
YEAR 6 MUSIC	<i>Bentley tests / Composing on Sibelius</i>	<i>Audacity / Keyboard skills</i>	