

**Curriculum Overview**

<b>Year 8</b>	<b>Subject – Mathematics</b>	<b>Terms – Lent &amp; Trinity</b>
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<b>Topics covered</b>	<p>All the CE topics studied since Year 6 will be reviewed this term. <a href="#">The official complete CE syllabus can be downloaded here.</a> A short summary is given below.</p> <p><b>Number</b></p> <ul style="list-style-type: none"> <li>• Four operations with whole numbers, decimal numbers, proper and improper fractions, mixed numbers and negative numbers</li> <li>• Factors and multiples, prime factors. HCF &amp; LCM. Powers and roots</li> <li>• Order of operations (BIDMAS)</li> <li>• Rounding and significant figures</li> <li>• Standard form (Level 3 only)</li> <li>• Percentages and fractions including percentage increase calculations</li> <li>• Measures (length, mass, time, money, capacity)</li> <li>• Ratio, scale and speed problems</li> </ul> <p><b>Algebra</b></p> <ul style="list-style-type: none"> <li>• Simplification, factorisation and expanding brackets</li> <li>• Substitution and rearranging formulae</li> <li>• Writing and solving equations</li> <li>• Create graphs of linear and quadratic (Level 3) equations</li> <li>• Simultaneous equations (algebraically and graphically) (Level 3)</li> <li>• Sequences (including <math>n^{\text{th}}</math> term of an arithmetic sequence)</li> <li>• Solving linear inequalities and simple quadratic (Level 3) equations</li> </ul> <p><b>Geometry</b></p> <ul style="list-style-type: none"> <li>• Perimeter and area of 2D shapes including circles.</li> <li>• Volume of prisms (Level 3)</li> <li>• Transformations</li> <li>• Angle laws, angles in parallel lines, angles in polygons</li> <li>• Pythagoras' theorem (Level 3)</li> <li>• Construction: triangles, perpendicular bisectors, perpendicular lines, angles bisectors</li> <li>• Bearings</li> </ul> <p><b>Additional topics</b></p> <ul style="list-style-type: none"> <li>• Probability of single and combined events</li> <li>• Grouped data (pie charts, bar charts, frequency tables, scatter graphs, conversion graphs)</li> </ul> <p>Pupils should use the WCCS Maths Anthology with worked examples to support their revision</p>
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**Curriculum Overview**

<b>Year 8</b>	<b>Subject – English</b>	<b>Terms – Lent &amp; Trinity</b>
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<b>Topics covered</b>	<p><b>Class texts</b>  <i>Great Expectations</i> – Charles Dickens  <i>Decline and Fall</i> – Evelyn Waugh  <i>Hamlet</i> – William Shakespeare  <i>Lord of the Flies</i> – William Golding</p> <p><b>Comprehension</b>  Boys will be able to</p> <ul style="list-style-type: none"> <li>• find information or ideas</li> <li>• identify meaning beyond the literal</li> <li>• explain the writer’s choice of words (verbs, adjectives, adverbs) and imagery (similes, metaphors, personification)</li> <li>• write under timed conditions</li> <li>• identify all parts of speech and comment on their use</li> <li>• analyse the text as a whole</li> <li>• select short quotations and embed them correctly</li> </ul> <p><b>Composition</b>  Boys will be able to</p> <ul style="list-style-type: none"> <li>• describe characters</li> <li>• create a vivid and clear setting</li> <li>• base ideas on personal experience</li> <li>• use a wide range of literary devices (similes, metaphors, onomatopoeia) and a broad vocabulary</li> <li>• develop a simple plot with a short time frame</li> <li>• use a range of sentences and sentence lengths</li> <li>• be original in their response to a written or visual prompt</li> <li>• demonstrate their ability to correctly use a range of punctuation marks</li> </ul> <p><b>Essay writing</b>  Boys should</p> <ul style="list-style-type: none"> <li>• know <i>Great Expectations</i>, <i>Decline and Fall</i>, <i>Hamlet</i> and/or <i>Lord of the Flies</i> well and be able to refer to key events, comment on characters and provide some specific quotations</li> <li>• structure essays clearly and offer their own opinions</li> <li>• use a variety of punctuation marks correctly and spell words accurately</li> <li>• be able to answer a range of questions. (The questions will be broad in nature and will focus on what makes the texts enjoyable, on the characters in the text or on its themes)</li> </ul>
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**Curriculum Overview**

Year 8	Subject – Science	Terms – Lent & Trinity
<b>Topics covered</b>	<p><b>Revision of CE 13+ syllabus</b></p> <p><b>Biology</b></p> <ul style="list-style-type: none"> <li>• Cells and cell functions</li> <li>• Humans as organisms (nutrition, movement, reproduction, breathing, respiration, health)</li> <li>• Green plants as organisms (nutrition and growth, respiration)</li> <li>• Variation, classification and inheritance</li> </ul> <p><b>Chemistry</b></p> <ul style="list-style-type: none"> <li>• Classifying materials (solids, liquids and gases; elements, compounds and mixtures)</li> <li>• Changing materials (physical changes, chemical reactions)</li> <li>• Patterns of behaviour (metals, acids and bases)</li> </ul> <p><b>Physics</b></p> <ul style="list-style-type: none"> <li>• Electricity and magnetism</li> <li>• Forces, motion and density</li> <li>• Light and sound</li> <li>• The earth and beyond</li> <li>• Energy resources and energy transfers</li> </ul>	

For more information about science contact Beth Marshall or Sarah Pope.

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**Curriculum Overview**

<b>Year 8</b>	<b>Subject – French</b>	<b>Term – Lent &amp; Trinity</b>
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<b>Topics covered</b>	<p><b>Vocabulary</b> – unlimited possibilities but focus within these topics</p> <ul style="list-style-type: none"> <li>• Personal description, family, friends and pets</li> <li>• House, home, daily routine and chores</li> <li>• Life and work at school</li> <li>• Free time, holiday activities, meeting people</li> <li>• Visiting a café, restaurant</li> <li>• Simple health problems</li> <li>• Description of a town, shopping</li> <li>• Directions, tourist information</li> <li>• Weather, environment</li> <li>• Time, dates, numbers, prices</li> </ul> <p>All of the vocabulary topics can be found in the blue French vocabulary book</p> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Present tense of regular and common irregular verbs</li> <li>• Future tense (aller + infinitive and simple future)</li> <li>• Question forms (qui, quand, pourquoi etc. + est-ce que)</li> <li>• Past tenses (perfect and / or imperfect)</li> <li>• Gender and plural of common nouns</li> <li>• Definite and indefinite articles</li> <li>• Agreement and position of adjectives</li> <li>• Common adverbs</li> <li>• Possessive articles (mon, ma, mes, son, sa, ses, leurs, nos etc.)</li> <li>• Common prepositions and conjunctions</li> </ul>
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**Curriculum Overview**

<b>Year 8A</b>	<b>Subject – Classics</b>	<b>Term – Lent &amp; Trinity</b>
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<b>Topics covered</b>	<p><b>Text Book</b> – <i>Latin for Common Entrance Three</i> by N.R.R. Oulton</p> <p><b>Grammar and syntax</b></p> <ul style="list-style-type: none"> <li>• Irregular verbs: fero, nolo, volo</li> <li>• Pronouns: idem, alius, totus and ipse</li> <li>• Participles: present and perfect passive</li> <li>• Imperfect subjunctive active</li> <li>• Purpose clauses and indirect commands</li> <li>• Dum</li> </ul> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• All words Chapters 1-7 in textbook</li> </ul> <p><b>Classical Civilisation</b></p> <ul style="list-style-type: none"> <li>• The Trojan War</li> <li>• Odysseus</li> </ul>
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For more information about classics contact Matthew Wright.

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**Curriculum Overview**

<b>Year 8W</b>	<b>Subject – Classics</b>	<b>Term – Lent &amp; Trinity</b>
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<b>Topics covered</b>	<p><b>Text Book</b> – <i>Latin for Common Entrance Two</i> by N.R.R. Oulton</p> <p><b>Grammar and syntax</b></p> <ul style="list-style-type: none"> <li>• Irregular verbs: possum, eo, noli</li> <li>• Reflexive pronouns and adjectives: se/suus</li> <li>• Connectives: nam, igitur, itaque &amp; autem</li> <li>• Revision of all Level 1 and Level 2 language material</li> </ul> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• All words Chapters 1-10 in textbook</li> </ul> <p><b>Classical Civilisation</b></p> <ul style="list-style-type: none"> <li>• The Trojan War</li> <li>• Odysseus</li> </ul>
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**Curriculum Overview**

<b>Year 8</b>	<b>Subject – Religious Studies</b>	<b>Term – Lent &amp; Trinity</b>
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<b>Topics covered</b>	<p><b>Community life in the church</b></p> <ul style="list-style-type: none"> <li>• Marriage and the family</li> <li>• Charity</li> <li>• Laity: role in the community and in the parish</li> <li>• Issues of life and death: euthanasia and war</li> <li>• Attitude to other world religions</li> </ul> <p><b>The liturgical year and devotion</b></p> <ul style="list-style-type: none"> <li>• Advent and Christmas</li> <li>• Lent and the stations of the cross</li> <li>• Holy Week and Easter</li> <li>• Our Lady: the mysteries of the rosary</li> <li>• Pilgrimage</li> <li>• Eternal Life: heaven, hell and purgatory</li> <li>• The communion of saints</li> </ul> <p>Boys then revise everything covered in the Common Entrance syllabus ready for their exams.</p> <p>Please see online ISEB Religious Studies <a href="#">Syllabus B</a> for a full list of topics included in the CE exam</p>
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For more information about Religious Studies contact Emily Auger or Ivo MacGreevy.

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**Curriculum Overview**

<b>Year 8</b>	<b>Subject – History</b>	<b>Term – Lent &amp; Trinity</b>
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<b>Topics covered</b>	<b>Textbook – Britain and Empire 1750-1914 (Bob Pace)</b> <ul style="list-style-type: none"><li>• Public health</li><li>• Transportation revolution</li><li>• Social and industrial reforms</li><li>• Religious life</li> <li>• Victorian England</li><li>• The British Empire</li><li>• The road to war</li></ul>
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For more information about history contact Ivo MacGreevy or Matthew Hunt.

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Curriculum Overview

Year 8	Subject – Art	Term – Lent
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Topics covered	<p><b>Theatre Design</b></p> <ul style="list-style-type: none"><li>• Theatre design project – study the history of theatre design and advertisements from the 20th century</li><li>• Create props and a poster design for the school production</li><li>• Set design and screen printing</li></ul> <p><b>Animation</b></p> <ul style="list-style-type: none"><li>• History of animation</li><li>• What is stop motion animation?</li><li>• Design story board, set and figures based on a moment in history</li></ul>
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For more information about art contact Emily Auger.

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**Curriculum Overview / Revision Guide**

Year 8	Subject – Class Music	Term –Trinity
<b>Topics covered</b>	<p><b>Theory</b></p> <ul style="list-style-type: none"> <li>• Building complex drum patterns</li> </ul> <p><b>Music history</b></p> <ul style="list-style-type: none"> <li>• Dance music: from trombone to techno</li> </ul> <p><b>Developing skills</b></p> <ul style="list-style-type: none"> <li>• Working with loops &amp; samples</li> </ul> <p><b>Performance opportunity:</b></p> <ul style="list-style-type: none"> <li>• Orchestra</li> <li>• Senior ensembles</li> </ul>	
<b>Trinity exam details</b>	Exam format	No exam
	Further revision required	n/a

For more information about music contact Josh Cleary

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### Curriculum Overview

<b>Year 8</b>	<b>Subject – Geography</b>	<b>Term – Lent &amp; Trinity</b>
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<b>Topics covered</b>	<p><b>Transport</b></p> <ul style="list-style-type: none"> <li>• What is the value of transport routes?</li> <li>• What are the advantages and disadvantages of different modes of transport for people and goods?</li> <li>• Case study: what are the positive and negative impacts of building a third runway at Heathrow Airport?</li> </ul> <p><b>Earthquakes and volcanoes</b></p> <ul style="list-style-type: none"> <li>• What are the layers of the Earth and how are they different?</li> <li>• What is the theory of plate tectonics?</li> <li>• What are the different plate boundaries and how do they work?</li> <li>• Case study – the Haiti Earthquake: causes, effects and responses</li> <li>• Case study – the White Island volcanic eruption: causes, effects and responses</li> </ul> <p><b>Coursework</b></p> <ul style="list-style-type: none"> <li>• Isle of Arran / Tate Modern fieldtrips and projects</li> </ul> <p><b>Revision</b></p> <ul style="list-style-type: none"> <li>• Location knowledge</li> <li>• Map skills</li> <li>• Settlement and population (case study: London’s Olympic Park)</li> <li>• Weather and climate</li> <li>• Rivers and coasts (case study: flooding in Bangladesh)</li> <li>• Industry and transport (case studies: Halifax, Nike, Heathrow Airport)</li> <li>• Earthquakes and volcanoes (case studies: Haiti Earthquake and White Island Volcano)</li> </ul>
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