

Year 8 Curriculum Overview

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Communications	English	<p>Identity Poetry Students will develop a more sophisticated understanding of poetic form, language and structure through studying of poetry from a range of writers to examine difference and diversity. They will develop their own skills as writers, producing a range of texts which reflect their own backgrounds and viewpoints.</p>	<p>20th Century novel - Animal Farm Students will explore George Orwell's Animal Farm in order to explore socio-political viewpoints of writers and cultural contexts. Students will build further on their knowledge from Year 7, exploring allegories, symbolism, historical and social contexts.</p>	<p>Persuasive Writing - Animal Farm Inspired by their reading of <i>Animal Farm</i> students will build their skills in persuasive writing, with a particular focus on speech writing. They will build confidence in speaking and listening through writing and performing speeches on a range of topics with real life relevance.</p>	<p>Dracula - play adaptation Students will build upon their prior knowledge of the gothic genre from Year 7 and its cultural impact through an exploration of a drama text. They will be given opportunities to explore the language of the original Victorian novel in order to further embed key analytical skills.</p>	<p>Shakespeare - The Tempest Students will build their knowledge of Shakespeare through the comedy genre and its conventions. They will develop their knowledge of Elizabethan contexts and apply them to character and plot. Students will further develop critical analysis skills exploring challenging language and dramatic features.</p>	
	French	<p>HOLIDAYS Saying and describing what you did during the holidays Describing a visit to a theme park Saying where you went with details</p>	<p>FESTIVALS Talking about festivals and celebrations Giving opinions Describing festivals and special days Buying food at the market Saying what you are going to eat</p>	<p>LEISURE Expressing opinions about celebrities Giving opinions about TV programs Talking about digital technology Saying what you are going to see at the cinema Talking about free-time activities</p>	<p>THE WORLD Talking about where you live Discussing the weather Describing your area Talking about jobs at home Talking about daily routine</p>	<p>REVISION Revising all vocabulary and grammar for modules 1-2-3-4</p>	<p>SPORT Saying which sport you can do in your town Researching a French-speaking sportive hero Asking and giving directions Saying where it hurts Giving health advice</p>
	Spanish	<p>FOOD & EATING OUT Likes, dislikes food & drink, mealtimes, time, ordering food in a restaurant, shopping for food</p>	<p>HOLIDAYS Countries, transport, exclamation opinions, holiday activities in the past, something bad that happened on holiday, sequencers ; opinions in the past</p>	<p>WHERE YOU LIVE Describing your home, bedroom, places around your town, what one can do in your town</p>	<p>FREE TIME Types of film & opinion; arranging to go out & giving excuses; directions; using mobile phone; types of music; free time activities; what I am going to do</p>	<p>CLOTHES & SHOPPING What I wear & frequencies; descriptions of clothes; jewellery; shopping for clothes; revision for speaking assessment</p>	<p>FOOD & FREE TIME Famous Hispanic people from the world of sport & music & cinema; Hispanic foods</p>

Mathematics	Maths	Proportional Reasoning Ratio & scale Multiplicative change Multiplying and dividing fractions	Representations Working in the Cartesian Plane Representing data Tables and probability	Algebraic Techniques Brackets, equations and inequalities Sequences Indices	Developing Number Fractions and percentages Standard index form Number sense	Developing Geometry Angles in parallel lines & polygons Area of trapezia & circles Line symmetry & reflection	Reasoning with Data The data handling cycle Measures of location
Science	Science	Chemical changes Acids, alkalis and indicators, Reactions of acids and alkalis, Combustion. Electricity Explaining electric circuits, Series and parallel circuits. Variation for survival Variation and classification, Survival of the fittest, Inside the nucleus, Inheritance. Useful materials Carbon, catalysts, enzymes, metalloids, ceramics, polymers, composites.	Motion on earth and space. Forces in equilibrium, Motion, Gravitational fields and the motion of the Earth, Stars and galaxies. My body, my temple Cigarettes and alcohol, Effects of drugs, Preventing and treating infection, Disease. Mines and metals Metals, metal ores, oxidation, carbonates, reactivity, extracting metals.	Light and Sound Waves, Light waves, Colour, Sound, Hearing. Ecosystems Healthy plants, Producers, Relationships in the environment.			
Sport & Performing Arts	PE	Netball, Football, Rugby Athletic development, Swimming, OAA, Gym and Dance Impact of physical activity on health and fitness. Development of sport specific techniques, building on prior learning from Year 7 Development of performance in competitive sports. Understanding of more advanced tactics/strategies.	Netball, Football, Rugby Athletic development, Swimming, OAA, Gym and Dance Impact of physical activity on health and fitness. Ideas around creativity Development of sport specific techniques. Development of performance in competitive sports Understanding of more advanced tactics/strategies.	Tennis, Rounders, Cricket, Athletics, Striking and Fielding Impact of physical activity on health and fitness. Ideas around creativity Development of sport specific techniques. Development of performance in competitive sports. Understanding of tactics/strategies.			
	Music	The Blues and Improvisation Rhythms of the World Control and deployment of further instrumental technical control Performance to an audience Historical context around Blues music	Set Work: Protest Songs Keyboard Showcase Demonstrate knowledge of music software used in the industry Understanding the technology techniques that are used in the music industry Secure understanding of how to set equipment for a recording studio	Musicals Into the 20th Century Understanding the use of compositional devices Understanding the techniques required to make music Create a composition using a range of structures and musical devices			
	Drama	Drama from a Poetry Stimulus	Mime To focus specifically on	Accent and Intonation	Commedia Dell'Arte Introduction to the	Parody Experimentation using	Devised

		<p>To use simplistic poetry as a stimulus to inspire imagination and define ideas. To introduce students to 'character motivation' thereby gaining an understanding of what drives a character's actions and responses. To consider alternative forms of presentation on a dramatic basis. To introduce the students to sub-text (what might be beneath what is being presented on stage).</p>	<p>the importance of facial expression and body language as a means of non-verbal communication To work independently To work creatively and develop their imaginative skills To consider alternative forms of dramatic performance skills To introduce</p>	<p>To clarify the importance of voice as a means of communication To focus on the use of tone, intonation, volume, pause and pace To experiment with 'words' in relation to 'getting to the point' and 'less is sometimes more' Developing an understanding of rural and foreign accent thereby challenging stereotypes</p>	<p>practical use of masks in lessons thereby enhancing skills in gesture Developing skills in working as an ensemble Developing skills in virtuosity and use of imagination working within the parameters of a set narrative framework Introduction to the historical context of Drama To create meaning and communication through the use of humour and physical comedy</p>	<p>parody in improvisation thereby defining student's ability to work both instinctively and with confidence To consider media perceptions and the world in which they live as the foundation for comedic role-play and improvisation</p>	<p>Performance Stressing the importance of working as a team in the creation of an extended, devised performance (hence, listening and consideration) Responding appropriately to a visual, aural and/or written stimuli Cultivating student's imaginative skills Understanding the process of performance (beginning, middle and end)</p>
Humanities	History	<p>Changing Tudor Religion Reformation in Europe Henry VIII's church The Church of England Dissolution of the monasteries Edward's Church Mary I's Church Elizabeth I's Church Religious rollercoaster</p>	<p>Tudor life Women in Tudor England Disabled Tudors Black Tudors The Law changing lives e.g. Poor Laws, Religious Law, LGBTQ+ Laws Tudor Children</p> <p>Tudor/Stuart Religion – Why were people accused of being witches?</p> <p>Short module Witchcraft (focus on women being accused) Reasons why e.g. misunderstanding of science Should we trust sources about witches Compare to accusations of witchcraft in the UK to accusations in the USA</p>	<p>Interpretations of The English Civil War</p> <p>Long Module English Civil War Who was Charles I? What caused The English Civil War? Who fought in The English Civil War? How was the Civil War fought eg. The Battles Of Naseby and Newbury How has the English Civil War been interpreted? The execution of Charles 1 Interpretations of Oliver Cromwell</p>	<p>British Empire Why did Britain want an empire? Roanoke (the lost colony) India (East Indian Company, Indian Independence) Australia ("convict island"?) Ireland</p>	<p>The Slave Trade Was Africa a dark continent before slavery? The trans-atlantic slave trade. Life on plantations The slave experience Slave resistance Harriet Tubman The American Civil War Freedom after the Civil War</p>	<p>Fight for Rights Right for men to vote Right for women to vote Right to love Right to access Right to no discrimination Judging significance</p>

			Were people stupid for believing in witches?				
Geography	<p>Biomes</p> <p>What are ecosystems and biomes?</p> <p>Tundra and taiga</p> <p>Hot deserts</p> <p>Tropical Grasslands</p> <p>Tropical Rainforests</p> <p>Coral Reefs</p>	<p>Coasts</p> <p>What happens where the land meets the sea?</p> <p>What shapes our coastal landscape?</p> <p>What forms of erosion take place on the coast?</p> <p>What landforms are created by forces of erosion?</p> <p>How does transportation change the coastline?</p> <p>How does deposition change the coastline?</p> <p>What defences can be used to protect the coast?</p> <p>Weighing it up: are the benefits worth the cost?</p>	<p>Ice</p> <p>How does ice change the world?</p> <p>How and why do glaciers form and move?</p> <p>How do glaciers change landscapes?</p> <p>How are landforms shaped by glacial erosion?</p> <p>How do we know the Lake District was glaciated?</p> <p>How are landforms shaped by glacial deposition?</p> <p>How do people use glacial landforms?</p> <p>How do we investigate how glaciers are changing?</p>	<p>Populations</p> <p>How are populations changing?</p> <p>Where does everyone live, and why?</p> <p>How can we describe the structure of a population?</p> <p>Can we control population size?</p> <p>Why do people migrate?</p> <p>Where do people migrate to?</p> <p>What is urbanisation?</p>	<p>Middle East</p> <p>Why is the Middle East an important world region?</p> <p>How does physical geography influence the region?</p> <p>What problems does the climate of the Middle East create for the region?</p> <p>Why is the population of the Middle East so diverse?</p> <p>Why is the Middle East a major economic region of the world?</p> <p>How has the United Arab Emirates developed?</p> <p>Why is Yemen the poorest country in the Middle East?</p> <p>Why is there ongoing conflict in the Middle East?</p>	<p>Rivers</p> <p>Why are rivers important?</p> <p>How does water flow into rivers?</p> <p>What work do rivers do?</p> <p>How do rivers change from source to mouth?</p> <p>How do rivers shape the land?</p> <p>How do I conduct a river fieldwork enquiry?</p> <p>How are rivers important to people?</p> <p>How do river floods create problems?</p> <p>How can flooding be managed?</p>	
PSHE	<p>Human Rights</p> <p>Themes - Rights and Responsibilities (UDHR, Rights of the Child, Freedom of expression, women & FGM)</p>	<p>Celebrating Diversity</p> <p>Themes - Celebrating Diversity (LGBTQ+, stereotypes and bullying)</p>	<p>Mental Health & Well-Being</p> <p>Themes - Health and Well-Being</p>	<p>All About Money</p> <p>Themes - Life Beyond School (Finance)</p>	<p>Relationships</p> <p>Themes - Relationships & Sex Education (romantic relationships, consent & boundaries)</p> <p>Health and Well-Being</p>	<p>Relationships</p> <p>Themes - Relationships and Sex Education and Staying Safe</p>	
Religious Studies	<p>Was the universe made by God?</p> <p><i>Did God create the universe?</i></p> <p><i>Are creation stories designed to explain something more complex?</i></p> <p><i>Do we need to know how the universe was made?</i></p>		<p>Is it reasonable to believe in God ?</p> <p><i>Do philosophical arguments support belief in God?</i></p> <p><i>Is belief in God beneficial to society?</i></p>	<p>How can decision making impact the way we see the world?</p> <p><i>Are we all stewards of the Earth? Who are we 'stewarding' for?</i></p> <p><i>Are humans special?</i></p> <p><i>What is the impact of</i></p>	<p>How have people's worldview affected the roles that they have played in peace and conflict?</p> <p><i>Can there ever be peace without conflict?</i></p> <p><i>How is working for</i></p>	<p>Do religions promote human rights?</p> <p><i>Do all religions support human rights?</i></p> <p><i>What does a 'good life' look like?</i></p>	

				<p>Conservatism? Is care for the environment a religious issue?</p>	<p><i>peace present in daily life?</i> <i>Consider different teachings on war. These may include; Just War</i> <i>Pacifism - absolute and conditional</i> <i>Explore other aspects of conflict at a personal level this may include jihad and restorative justice.</i></p> <p><i>Case studies of people working for peace for example;</i></p>	<p>Are we all responsible for promoting human rights? Declaration of human rights - what are they? Why are they important?</p>
Technology	Design Technology	<p>Resistant materials - Structures and Wood working:</p> <p>Students will complete a collaborative task of designing and making a bridge. Students will use marking out techniques to ensure accuracy and adhere to health and safety procedures whilst in the workshop. They will be working primarily with timbers but can introduce other material categories where applicable. Sustainability - Resistant materials and how they are categorised Research - Work of others, Improving functionality. Careers links - Architects Technical Knowledge - Types of structures, loads and forces Design - Collaborative task on design a bridge in a Japanese style Make - Collaborative working as team to plan and produce a bridge Evaluate - Presentation of bridges, critical analysis</p>		<p>Textiles - Tote bag and textiles techniques:</p> <p>Students will be creating a tote bag based on a cultural festival of their choosing. They will consider the impact fast fashion has on the environment. Students will use stitching and dyeing techniques to decorate and embellish a pre-existing tote bag. Sustainability - Impact of fast fashion Research - Existing products, moodboard of festivals. Careers links - Fashion industry Technical knowledge - Stitch types, material properties, dyeing and finishing fabrics Design - Creative ideas using prints Make - Using printing, dyeing and embellishments techniques to decorate Evaluate - Reflection and modifications</p>		<p>Graphics - Pop up Scene:</p> <p>Students will be designing and making a pop up scene. Students will build on previous knowledge of paper and board considering card modelling techniques and how linkages and levers change motion. The scene is based on books studied during their English lessons. Sustainability - Papers and board and LCA Three pillars of sustainability. Research - Product analysis - looking at existing nets. Career links - Set designers Technical knowledge - Motion and linkages - types, input and outputs, change in motion Design - Mood board to develop Initial ideas Make - Pop up scene using card forming and joining techniques Evaluate - Reflection and modifications</p>
	Cooking & Nutrition	<p>Savoury Scones Principles of <i>The Eatwell Guide</i> and the 8 tips for healthy eating. How Government guidelines change and why this is</p>	<p>Spring Rolls Name the main nutrients, sources and functions within the body. To investigate the information and</p>	<p>Fish Cakes To investigate the roles of fats and a range of micro nutrients in the diets with the advantages and disadvantages of</p>	<p>Chilli con Carne Investigating the role of different carbohydrates and their function within the body and purpose on a plate. Where food comes</p>	<p>Frittata To investigate the types of proteins within the diet and function in the body, the difference between HBV and LBV proteins.</p>

	Name the main nutrients, sources and functions Hygiene and 4c's	guidance available to the consumer regarding food labelling. Identify all information on packaging, mandatory to informative and colour coding.	the nutrient within the diet.	from, air miles, sea miles and general food miles and the impact this can have. Impact of sustainability on our food choices of flora and fauna. The use of logos promoting welfare and ethics which can increase the price.	Investigate the science behind the function of an egg within cooking.	Food packaging and materials linking to improving functionality within the Design and Technology curriculum.
Art	POP ART- Graphic Design Packaging: Line, colour form shape. Ratio enlargement perspective, Colour mixing, 3d drawing, rendering, graphic drawing, Mascots, jingles, target market, Graphic careers (Warhol; Lichtenstein)		POP ART/ Gargoyles Pop Art final outcome- Packaging. Gargoyles; Gothic Architecture, shading Scale and Proportion. Shape and Line, designing gargoyles. Size, ratio, colour pattern, texture. Mixed media Careers- Art historian		Gargoyles- Printing or Construction. Final outcome:Printmaking (Lino) or 3d construction (Gothic Architecture) (Geiger)	
Computing	Hardware and software, Data Representation Be able to recognise risk of digital technology Be able to Identify different types of software, memory and applications The ability to name and define a range of Malware Be able to add and subtract binary numbers Create a simple 1 bit and 2 bit image using binary data		Model Making Be able to use a range of model making tools Create flowcharts Create Financial models		Problem Solving Use python to create simple programs The ability to identifying the types of error in computer programs Be able to debug and fix software	