



## Year 8 Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>English</b>	Sci Fi	Determination and Disasters	War	Titanic	Romeo and Juliet	Romeo and Juliet
<b>Maths</b>	<b>Autumn 1:</b> Module 19: Number: Four Operations II Module 20: Number: Number Properties II Module 21: Number: Fractions, Decimals & Percentages	Module 22: Geometry: Properties of Angles II Module 23: Geometry: Constructions I Module 24: Geometry: Perimeter & Area II	Module 25: Algebra: Algebraic Manipulation II Module 26: Algebra: Solving Equations II Module 27: Algebra: Sequences & Graphs II	Module 28: Ratio: Ratio & Proportion II Module 29: Ratio: Speed Module 30: Ratio: Proportional Reasoning	Module 31: Statistics: Representing Data II Module 32: Statistics: Averages & Range II Module 33: Statistics: Probability II	Module 34: Geometry: Volume & Surface Area II Module 35: Geometry: Transformations
<b>Science</b>	Physics 3 – The solar system, universe and weight	Biology 3 – Reproduction and Respiration	Chemistry 3 – Atoms, Elements and the periodic table	Biology 4 – Food chains, diseases and DNA.	Physics 4 – Pressure, materials and electrical circuits.	Chemistry 4 – The rock cycle and the atmosphere.
<b>History</b>	Slavery  The Origins of Slavery The Slave Trade Triangle Life aboard a Slave Ship Life on Plantations Slave Resistance Victorian Values The Abolition of Slavery Modern Slavery	World War One  Why did World War break out in 1914? How was World War One fought? What was life like in the trenches? What was the impact of World War One on women? How did World War One lead to developments in medicine? Marking, Feedback & Assessment Preparation	World War Two – The Home Front  Why did WW2 break out in 1939? What were the most important events of World War Two? How important was the Battle of Britain? What role did women play in WW2? How did life change for children during WW2?	World War Two – Nazis and The Holocaust  Who were the Nazi Party and what were their aims? How was Propaganda used? What was life like for the Hitler Youth? Who faced persecution and why? What was the experience of Concentration Camps?	Fight for Rights at Home  New Unit of Study – content to be confirmed	Fight for Rights Abroad  New Unit of Study – content to be confirmed

		How was peace settled at the end of World War One?	How did WW2 affect the lives of civilians? Why was World War Two so important?	How did the Nazi rule come to an end?		
<b>Geography</b>	Is Asia the most hazardous continent? Tectonic Hazards Global distribution Structure of the Earth Plate boundaries Earthquakes Tsunamis Volcanoes	Is Asia the most hazardous continent? Weather hazards Weather/climate Extreme weather Tropical storms Droughts	Why are some countries richer than others? AC/EDC/LIDC Measures of development Physical and human characteristics Global economics BRICs MINTs	Africa: A continent of contrasts? Physical characteristics Variations in wealth Urban and rural areas in LIDCs Population/health/education Development issues		
<b>RSE</b>	Buddhism  Why the Buddha is an inspirational figure in Buddhism (story of Siddhartha) Beliefs about suffering and achieving a state of nirvana Moral precepts and eightfold path Buddhist prayer and meditation Beliefs about karma and impact on behaviour Reincarnation and evaluation of the afterlife		Hinduism:  Beliefs about Brahmam Hindu Gods and Goddesses Dharma and impact on behaviour and actions Hindu places of worship Achieving Moksha		Sikhism:  The Gurus in Sikhism The 5 Ks and impact on behaviour and actions Five virtues of Sikhism The significance of the Guru Granth Sahib The practice of sewa including Langar Sikh ceremonies including naming ceremonies Diwali	
<b>Spanish</b>	Topic – key knowledge Key grammar Countries and transport Exclamations, conjugation of ‘ir’ in preterite tense; Past tense holiday activities; ; conjugation of ‘ar’, ‘er’ and ‘ir’ verbs in preterite tense; Opinions; Opinions in past tense; Conjugation of ‘ser’ in preterite tense  Activities on mobile phone; Asking and answering questions; Types of music and TV; Using articles with opinions; Comparatives; Conjugation of ‘hacer’		Food and drink; Time; Ordering in a restaurant; Using different versions of ‘you’; Buying ingredients  Making plans and giving excuses; ‘me gustaría’ with infinitive; Prepositions; Use of ‘tener que’ conjugations of ‘querer’ and ‘poder’; Daily routine; Reflexive verbs; Clothes and colours; Demonstrative pronouns; Talking about sporting events; Using three tenses together; Types of homes		Describing houses; Holiday activities; ‘se puede’ + infinitive; Directions; Imperatives; Extended reading; Practising 3 tenses together	

<p><b>Art</b></p>	<p><b>Topic: “Carousel – Experiencing the Creative Arts”</b>  Media:  Plan and RECORD a video that links to the project theme and RESEARCH  Develop RESPONSE by using appropriate software  Photography:  RECORD photographs that are relevant to intentions and research  Develop a RESPONSE using appropriate software  Graphics:  RECORD initial ideas considering different layout  Develop your RESPONSE creating an outcome  Evaluate:  Finalise and present RESPONSES to each subject specialism  Evaluate the similarities and differences between each subject area</p>	<p><b>Topic: ‘Cultural and Historical Events - Celebrating 75 Years of Victory in Europe – War’</b>  <b>Baseline RECORDING assessment drawing RESEARCH ‘Victory in Europe’</b> to understand the events leading up to this celebration  <b>RESEARCH</b> second world war artist focusing on the experience throughout the war and how this was reflected through visual <b>RECORDINGS RESPOND</b> to the <b>RESEARCH</b> using the material relevant to the artist</p>	<p><b>Topic: Cultural and Historical Events - Celebrating 75 Years of Victory in Europe – Celebration’</b>  <b>RESEARCH</b> ‘Victory in Europe to understand the celebrations that happened after World War Two  <b>RESEARCH</b> visual references that reflect the celebration of the ‘<b>Victory in Europe’</b>  <b>RESEARCH</b> an artist that reflects the mood  <b>RESPOND</b> to your <b>RESEARCH</b> using the materials and techniques identified by your artist  Create a final <b>RESPONSE</b> that shows the journey that the country would have gone through from devastation of the war to victory and celebration</p>	<p><b>Topic: Three-dimensional Sculpture Project</b>  <b>Baseline RECORDING assessment drawing RESEARCH</b> three-dimensional artist  <b>RESPOND</b> to the <b>RESEARCH</b> by planning your own three-dimensional outcome in the style of your artist  <b>Develop</b> your plan to create a three-dimensional outcome  Complete a final response and evaluate</p>
<p><b>Computing/ICT</b></p>	<p>To develop the students’ knowledge and understanding incusing the internet safely as well as how to report concerns.  In this year, students have more oppotunities to develop their computational thinking skills via programming.  The final unit covers Excel data modelling inn order to improve their competency with this software.</p>			
<p style="text-align: center;"><b>Project carousel</b></p>				

<b>Design &amp; Technology</b>	<b>Carousel 1 (Product design)</b>		<b>Carousel 2 (Engineering)</b>		<b>Carousel 3 (Mixed materials)</b>		<b>Carousel 4 (Food &amp; Nutrition)</b>	
	<b>Project: Chocolate mould</b>  <b>Project focus...</b> <b>Plastic processes:</b> Common processes and applications. -Packaging design and nets  <b>Additional topics...</b> -Sustainable packaging design -Pollution -Reduce -Packaging life cycle -Transport -Disposal		<b>Project: USB LED light</b>  <b>Project focus...</b> <b>Circuit design:</b> Component symbols & circuit diagrams. -Power sources  <b>Additional topics...</b> -Environmental impact of batteries -Sustainable power sources -Recycling -Recharging -Solar/wind-up		<b>Project: Cube calendar</b>  <b>Project focus...</b> <b>Woods and timber:</b> Sources, categories and applications.  <b>Additional topics...</b> -Environmental impact of wood production -Deforestation -Sustainable forestry (FSC)		<b>Projects...</b> Fruits and Vegetables: <b>Apple Dutch cake</b> Milk and Dairy: <b>Cheesecake</b> Starchy carbohydrates: <b>Pasta bake</b> Meat and proteins: <b>Burgers</b> Fats and sugars: <b>Chocolate moulding</b>  <b>Project focus...</b> Exploring the food groups to ensure a balanced diet.	
<b>Health and Safety:</b> Workshop safety refresher, specific machine safety and hazard identification.						<b>Health &amp; Safety:</b> Food room safety refresher and food hygiene.		
<b>PE</b>	Topic: Yr. 8 Boys – Table Tennis/ Netball/Rugby/ Football  Yr. 8 Girls - Netball/ Football/Trampolining/ Rugby  Performance and character – skills, techniques, ideas, sportsmanship and attitude. Decision making – tactics and strategies. Leadership and organisation – leading,	Topic: Yr. 8 Boys – Table Tennis/ Netball/Rugby/ Football  Yr. 8 Girls - Netball/ Football/ Trampolining/Rugby	Topic: Yr. 8 Boys – Fitness/OAA/ Trampolining/ Football/Basketball  Yr. 8 Girls - Table Tennis/Hockey/ OAA/Fitness	Topic: Yr. 8 Boys – Fitness/OAA/ Trampolining/ Football  Yr. 8 Girls - Table Tennis/Hockey/ OAA/Fitness	Topic: Yr. 8 Boys – Athletics  Yr. 8 Girls – Rounder’s/Cricket	Topic: Yr. 8 Boys – Rounder’s/Cricket  Yr. 8 Girls - Athletics		

	<p>officiating and lesson preparation.</p> <p>Health and fitness – healthy active lifestyle and lifelong participation.</p>					
<b>Dance</b>	<p>Topic: <b>Urban Dance (Emancipation of expressionism)</b></p> <p>Students will explore the style Urban Dance focusing on the performance Emancipation of expressionism. They will develop the use of some physical skills and build of the skills they learnt in year 7.</p> <p>Dance skills- 5 basic actions, dynamics, levels, formations, control, isolation</p>	<p>Topic: <b>Urban Dance (Emancipation of expressionism)</b></p> <p>Students will explore the style Urban Dance focusing on the performance Emancipation of expressionism. They will develop the use of some physical skills and build of the skills they learnt in year 7.</p> <p>Dance skills- 5 basic actions, dynamics, levels, formations, control, isolation. Small group performance focusing on using the skills above. Teacher and self-feedback.</p>	<p>Topic: <b>Bollywood</b></p> <p>Bollywood dance is explored through the use of motif and motif development. Students will give detailed constructive feedback to improve on their prior skills.</p> <p>Dance skills- 5 basic actions, dynamics, levels, formations, motif and motif development.</p>	<p>Topic: <b>Bollywood</b></p> <p>Bollywood dance is explored through the use of motif and motif development. Students will give detailed constructive feedback to improve on their prior skills.</p> <p>Dance skills- 5 basic actions, dynamics, levels, formations, motif and motif development. Small group performance focusing on using the skills above. Teacher and peer feedback.</p>	<p>Topic: <b>Swansong</b></p> <p>Students will explore how to create their own performance using most of the choreographic devices and skills they have learnt in term one and two. They will explore the use of a prop and the effects of using one on stage.</p> <p>Dance skills- - 5 basic actions, dynamics, levels, formations, motif, motif development, repetition, contrast.</p>	<p>Topic: <b>Swansong</b></p> <p>Students will explore how to create their own performance using most of the choreographic devices and skills they have learnt in term one and two. They will explore the use of a prop and the effects of using one on stage.</p> <p>Dance skills- - 5 basic actions, dynamics, levels, formations, motif, motif development, repetition, contrast. Trio performance focusing on using the skills above and working with a prop. Teacher and self-feedback.</p>
<b>Drama</b>	<p>Topic: <b>Lulu the Runaway</b></p> <p>Essential Question: How can we use rehearsal techniques to develop characters?</p>	<p>Topic: <b>Too Much Punch for Judy</b></p> <p>Essential Question: How can we use scripts to help create theatre?</p>	<p>Topic: <b>The London Riots</b></p> <p>Essential Question: How do we infuse techniques within scripts to create an</p>	<p>Topic: <b>Mask work</b></p> <p>Essential Question: How do we use Masks within performance?</p>	<p>Topic: <b>Arson About</b></p> <p>Essential Question: How do we create realistic characters using scripts?</p>	<p>Topic: <b>Arson About</b></p> <p>Essential Question: How do we create realistic characters using scripts?</p> <p>Investigating how to use:</p>

	<p>Investigating how to use: Facts to develop a story Hot-seating Thought tunnels Magic If Given circumstances</p> <p>Within this topic students are introduced to Drama practitioners for the first time. Stanislavski introduced rehearsal techniques to improve quality performances so students will learn to use these techniques to help them get to know their characters and make them more truthful for the audience. The social context of this topic is to explore the effects of children running away.</p>	<p>Investigating how to use:  Narrative Plot twists Music in performances Props Setting a scene</p> <p>Within this topic based on Students are different pages of the verbatim script which tells the dangers of drink driving. Students will be looking at building an atmosphere with using script as well as theatrical conventions. The social context is for students to understand the implications of drink driving.</p>	<p>audience worthy performance?</p> <p>Investigating how to use: Symbolism Chair duets Consequence of actions Contrasting characters</p> <p>Students will look at more complex techniques, getting introduced to theatre company Frantic Assembly and their famous chair duets. By using these techniques, students are getting more technical in their ability and learning how to take their performances towards GCSE standard. The social element within this topic is looking at both why the riots of 2011 started and what happened to some</p>	<p>Investigating how to use: Stock characters Music to create atmosphere Sound effects/sound scape Levels to show status</p> <p>Within this topic students will look at the conventions of using mask in performance – students will each have their own masks for the topic and learn the rules of mask, as well as the difficulties when using mask.</p>	<p>Investigating how to use: Circle of attention Backstory Objective Subtext Super-objective</p> <p>Along with characterisation skills:  Body language Facial expressions Movement Tone of voice Hand gestures</p> <p>Within this topic students will be working on the same script for the whole term in order for them to get used to working with scripts for both GCSE/BTEC units as well as English GCSE. The social element within this topic is to explore the effects of arson and the repercussions that can cause for all involved.</p>	<p>Circle of attention Backstory Objective Subtext Super-objective</p> <p>Along with characterisation skills:  Body language Facial expressions Movement Tone of voice Hand gestures</p> <p>Within this topic students will be working on the same script for the whole term in order for them to get used to working with scripts for both GCSE/BTEC units as well as English GCSE. The social element within this topic is to explore the effects of arson and the repercussions that can cause for all involved.</p>
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			of the looters as a consequence.			
<b>Music</b>	<p>All topics are 10 weeks</p> <p>Chords and Pop Music Learn and perform various chord sequences, starting with Pachelbel's Canon and moving on to modern-day songs which use this chord sequence. Students will then perform other pop music which uses different chord sequences Compose a chord sequence and melody</p>	<p>The Blues Whole class ensemble piece in Blues style Theory – how chords are formed, and more complex chords Identify the features of Blues music aurally Improvisation Compose a piece in Blues style</p>	<p>The Blues (continued) Whole class ensemble piece in Blues style Theory – how chords are formed, and more complex chords Identify the features of Blues music aurally Improvisation Compose a piece in Blues style</p>	<p>Samba Whole class ensemble piece in Samba style Theory - Rhythmic notation Identify the features of Samba music Call and response Compose a piece in Samba style</p>	<p>Samba (continued) Whole class ensemble piece in Samba style Theory - Rhythmic notation Identify the features of Samba music Call and response Compose a piece in Samba style</p> <p>Film music Identify the instruments of the orchestra aurally and visually Identify features of film music aurally Group composition combining musical features to portray a film scene Perform a part within a group performance</p>	