

## Year 8 Curriculum Content Overview

Year 8	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Art</b>	<b>Nature</b>  Exploring the Folk Art of Mark Hearld and Exploring	<b>Nature</b>  Exploring the Folk Art of Mark Hearld and Exploring	<b>Rebels and Icons</b>  Artists that have broken away from the status quo  Banksy Shepard Fairey	<b>Rebels and Icons</b>  -The Punk movement and how it has inspired the World of Art. - Punk Based mixed media collages	<b>Painting</b>  Series of Painting techniques and Key Skills.  How Tools and techniques can alter marks, depth and quality of paint.	<b>Painting</b>  Applying Painting techniques.  The Works of Various Painters – Scott Naimsmith, JMW Turner
<b>Computing</b>	<b>Programming: Can we solve problems with programs?</b>  <ul style="list-style-type: none"> <li>Programming with Python</li> <li>Algorithmic thinking</li> <li>Computational problem solving</li> <li>Sequence, selection and iteration</li> <li>Data types</li> <li>Abstraction / decomposition</li> <li>Efficiency</li> </ul> History of key people in the development of technology: Alan Turing, Ava Lovelace, Charles Babbage, Grace Hopper	<b>Can we always believe what we see online?</b>  <ul style="list-style-type: none"> <li>Photoshop</li> <li>Image manipulation</li> <li>Real or Fake</li> <li>Developing 3 digital graphics images</li> <li>Project development</li> </ul>	<b>What makes a good app?</b>  <ul style="list-style-type: none"> <li>App design and development</li> <li>What makes a good design?</li> <li>Event driven programming</li> <li>Team Dragon's Den competition to design and create an app idea.</li> </ul>	<b>Which is the best idea for a new problem-solving App?</b>  <ul style="list-style-type: none"> <li>Teamwork</li> <li>Project management</li> <li>Programming</li> <li>UX design</li> <li>Market research</li> <li>Presentation skills</li> </ul>	<b>Spreadsheets: Can we accurately model the world using Computer software?</b>  <ul style="list-style-type: none"> <li>Formatting</li> <li>Formulas</li> <li>Functions</li> <li>Conditionals</li> <li>Collecting and collation of data</li> <li>Party Planning Scenario</li> </ul>	<b>Computing Essentials: What do you need to know before you end your compulsory Computing lessons?</b>  <ul style="list-style-type: none"> <li>Computer Networks</li> <li>The Internet / WWW.</li> <li>Hardware</li> <li>Ethics: AI</li> <li>Images and sound represented Digitally</li> </ul>

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<b>Drama</b>	<b>Melodrama and silent movie</b>  Stock characters and melodramatic gesture.  Exaggerated acting  Silent movie conventions – filming movies using melodrama plots & stock characters.	<b>Blood Brothers</b>  Characterisation - performance skills: vocal, physical skills & proxemics  Themes of Blood Brothers  Developing and refining scripted work	<b>Noughts and Crosses Malorie Blackman</b>  Exploration of racism and segregation and integration  Historical context: Ruby Bridges and Rosa Parks  Enacting scenes exploring conflict and developing a trailer.	<b>Physical Theatre</b>  Frantic Assembly physical theatre  Devising physical theatre from song lyrics Woodkid Run Boy Run  Developing stylized drama	<b>Benjamin Zephania Face</b>  Script work & improvisation  Development of stylized techniques  Building a performance: 5-8 scene play incorporating text & improvisation.	<b>Filmfest</b>  Creating a Film based on a stimulus.  Exploring Diegetic and non -diegetic sound  Understanding and exploring a range of camera shots and angles for effect
<b>English</b>	<b>Contemporary and C19th Fiction:</b> Gothic and Ghosts: Reading C19th Gothic extracts and The Woman in Black by Susan Hill  <b>The Writing Process:</b> <ul style="list-style-type: none"> <li>• Instructions – how to train/get rid of a ghost.</li> <li>• Ghost story including dialogue.</li> </ul>		<b>Poetry:</b> War poetry across time  <b>The Writing Process:</b> <ul style="list-style-type: none"> <li>• Propaganda Poster</li> <li>• Internal Monologue based on an image.</li> </ul>	<b>Shakespeare:</b> The Tempest  <b>The Writing Process:</b> <ul style="list-style-type: none"> <li>• Add stage directions and stagecraft to an extract</li> <li>• Transform an extract into a description.</li> </ul>	<b>Contemporary Fiction:</b> Animal Farm by George Orwell  <b>The Writing Process:</b> <ul style="list-style-type: none"> <li>• Speech Writing</li> <li>• Writing from a different character's perspective (Moses)</li> <li>• Newspaper article.</li> <li>•</li> </ul> <b>Exam preparation and revision</b>	
<b>Geography</b>	<b>Population.</b> How and why population needs to be managed	<b>Development issues facing India</b>	<b>Weather and climate.</b> The causes of different weather conditions	<b>Ecosystems:</b> A study on tropical rainforest and deserts	<b>Globalisation:</b> The causes and consequences of globalisation	<b>Superpowers.</b> Country studies of the BRICS and the UK

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<b>History</b>	<b>The British Empire and the Transatlantic slave trade</b> <ul style="list-style-type: none"> <li>African Empires before 1700s</li> <li>Transatlantic slave trade and African people in the Americas</li> <li>Rebellion and resistance</li> </ul>	<b>The fight for civil rights</b> <ul style="list-style-type: none"> <li>How was slavery abolished?</li> <li>How much did life improve for African-Americans?</li> <li>What contribution have African Americans and black people made to society in USA and Britain?</li> </ul>	<b>Europe in the early 20<sup>th</sup> C</b> <ul style="list-style-type: none"> <li>Suffragettes</li> <li>WWI</li> <li>How did WWI affect migration to Britain?</li> <li>Russian Revolution</li> <li>Dictators of the 1930s</li> </ul>	<b>Europe in the 20<sup>th</sup></b> <ul style="list-style-type: none"> <li>Events of WWII</li> <li>Life under the Nazi regime</li> </ul>	<b>Post War Relations</b> <ul style="list-style-type: none"> <li>Events of WWII</li> <li>End of the British Empire</li> <li>Impact of WWII and the Holocaust</li> </ul>	<b>Post war Relations</b> <ul style="list-style-type: none"> <li>The USSR and the Cold War</li> <li>How much did post war Britain change?</li> </ul>
<b>Languages - French, German &amp; Spanish</b>	<b>UNIT 1:</b> Giving opinions & recognising cognates  <b>UNIT 2:</b> Identity and relationships with family and friends  <b>SKILL BUILDER:</b> Using present tense verbs	<b>UNIT 3:</b> Free time activities that I like and dislike	<b>UNIT 4:</b> Where people live – home and abroad  <b>UNIT 5:</b> Travel and tourism  <b>SKILL BUILDER:</b> Introducing the past tense	<b>UNIT 5:</b> Continuing travel and tourism  <b>SKILL BUILDER:</b> Using the past tense	<b>UNIT 6:</b> Media, film, TV, books and technology  <b>UNIT 7:</b> Healthy lifestyle  <b>SKILL BUILDER:</b> Introducing the future tense	<b>UNIT 8:</b> Life at school  <b>SKILL BUILDER:</b> Combining all three tenses
<b>Chinese MEP</b>	<b>Topic 1 – Food &amp; Drink Basic</b>  Including Chinese New Year celebration activities	<b>Topic 2 –Introducing myself</b>	<b>Topic 3: Places Basic</b>	<b>Topic 4: Travel around Basic</b>	<b>Topic 5 : Hobby in depth &amp; Compare structure</b>	<b>Topic 6: My opinions about sports &amp; 3 tenses. MEP hurdle test review</b>

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<b>Maths</b>	Proportional Reasoning Multiplicative Change Multiplying and Dividing Fractions	Cartesian Planes Representing Data Probability	Brackets, Equations and Inequalities Sequences Indices	Fractions and Percentages Standard Form Number sense	Angles in Parallel Lines and Polygons Area of Trapezia and Circles	Line Symmetry and Reflection Data Handling Cycle Measures of Location
<b>Music</b>	<b>Rap Music</b>  An introduction to rap music where students learn existing rap songs, developing their vocal and keyboard skills.	<b>Rap Music</b>  Composing rap music by creating rhyming lyrics. Exploring Garageband by using drum loops, recording vocals and mixing tracks.	<b>Live Lounge</b>  Create a cover version of an existing song. Developing keyboard, guitar, ukulele, percussion and vocal skills.	<b>4 Chord Mash-Up</b>  Students study the 4-chord trick – a chord progression commonly used in many popular songs.	<b>Film Music</b>  Students study film music from a variety of films such as Jaws, Harry Potter, James Bond and Stranger Things.	<b>Film Music</b>  Students study film music soundtracks from films such as <i>Dangerous Minds</i> and <i>No Time To Die</i> .
<b>PHSE</b>	<b>Drugs and alcohol</b>  Alcohol and drug misuse and pressures relating to drug use	<b>Discrimination</b>  Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia	<b>Setting goals</b>  Learning strengths, career options and goal setting as part of the GCSE options process	<b>Emotional wellbeing</b>  Mental health and emotional wellbeing, including body image and coping strategies	<b>Digital literacy</b>  Online safety, digital literacy, media reliability, and gambling hooks	<b>Identity and relationships</b>  Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception
<b>Physical Education</b>	<b>Girls Groups - Netball</b> <ul style="list-style-type: none"> <li>• Passing and receiving</li> <li>• Footwork</li> <li>• Shooting</li> <li>• Positional play and rules</li> </ul>	<b>Girls Groups - Football</b> <ul style="list-style-type: none"> <li>• Passing and receiving</li> <li>• Shooting</li> <li>• Dribbling</li> </ul>	<b>Girls Groups - Dance</b>  Choreographic devices Actions Dynamics, Space and relationships	<b>Boys Groups –</b>  Continuation of football – 2 Weeks  <b>Girls Groups -</b> Continuation of Basketball – 2 Weeks	<b>Both Boys and Girls Groups on Athletics</b>  4 weeks Throwing events, Jumping events, relay and Sprints/Distance  <b>Girls Groups -</b>	<b>Girls Groups - Cricket/Tennis</b>  Bowling Batting Game play and rules in Cricket

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	<b>Boy Groups - Rugby</b> <ul style="list-style-type: none"> <li>• Passing and receiving</li> <li>• Contact development</li> <li>• Game play</li> <li>• Ruck</li> </ul> <b>Move to Football and Netball in week 5</b>	<b>Boys Groups - Netball</b> <ul style="list-style-type: none"> <li>• Passing receiving and footwork</li> <li>• Positions and rules</li> <li>• Shooting</li> </ul> <b>Both groups move to fitness until Christmas:</b> <ul style="list-style-type: none"> <li>• Fitness Testing</li> <li>• Circuit Training</li> <li>• Cross Country</li> </ul>	<b>Boys Groups - Basketball</b> <ul style="list-style-type: none"> <li>• Shooting</li> <li>• Passing</li> <li>• Dribbling</li> <li>• Game Play, Positions</li> <li>• and spacing</li> </ul> <b>Boys Group moves to Football and Girls Group moves to Basketball</b>	<b>Boys - Gymnastics and Dance</b> Balance and flight Travel and rotation Choreography  <b>Girls Groups - Gymnastics/ Rugby</b> Balance and flight Travel and rotation Introduction to contact and game play	<b>Volleyball</b> Dig, set, spike and serve. Game Play and Rotation  <b>Boys Groups - Cricket/Tennis</b> Bowling Batting Game play and rules in Cricket  Ground Strokes and Volleys Service Scoring and game play.	Ground Strokes and Volleys, Service, Scoring and game play.  <b>Boys Groups - Volleyball</b> Dig, set, spike and serve. Game Play and Rotation
<b>Philosophy and Religious Education</b>	<b>Poverty and Equality-</b> a study of two key issues in social justice	<b>Islam:</b> a study of the beliefs and practices of Islam	<b>Sikhism:</b> a study of the beliefs and practices of Sikhism	<b>Prejudice and Discrimination-</b> a study of these concepts in relation to race and gender	<b>An Introduction to Philosophy-</b> the key questions about truth, reality and ethics	<b>Truman Show and Philosophy:</b> How the film explores the issue of reality and privacy
<b>Science</b>	<b>Science Skills</b>  <b>Biology:</b> Health and Lifestyle – <i>Diets and Nutrients, Food Tests, Digestion, Drugs, Alcohol and Smoking</i>  <b>Chemistry:</b> Periodic Table – <i>Atoms and Elements, Metals and Non-Metals, Groups 1,7 and 0</i>	<b>Physics:</b> Energy Transfers – <i>Food and Fuels, Energy Sources, Radiation, Convection, Conduction</i>  <b>Biology:</b> Inheritance – <i>Variation, Inheritance, Natural Selection, Extinction</i>	<b>Chemistry:</b> Separation Techniques – <i>Pure Substances and Mixtures, Solutions and Solubility, Filtration, Evaporation and Distillation, Crystallisation</i>  <b>Physics:</b> Electricity and Magnetism – <i>Charge and Static,</i>	<b>Chemistry:</b> Metals and Reactivity – <i>Metals and Acids, Reactivity Series, Displacement, Ceramics and Polymers</i>  <b>Biology:</b> Bioprocesses – <i>Photosynthesis, The Leaf, Plant Minerals, Respiration</i>	<b>Biology:</b> Ecosystems – <i>Food Chains and Webs, Ecosystems, Competition, Adaptations, The Earth's Atmosphere, Global Warming, Climate Change</i>	<b>Physics:</b> Motion and Pressure – <i>Speed, Motion, Pressure, Turning Forces</i>  <b>Chemistry:</b> Rocks – <i>Sedimentary, Igneous and Metamorphic Rock Formation, The Rock Cycle, Carbon Cycle</i>

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			<i>Current, Potential Difference, Series and Parallel Circuits, Magnets and Electromagnets</i>			
<b>Technology Carousel</b>  <b>2 terms</b> <b>Design &amp; Technology and 1 term</b> <b>Food &amp; Nutrition.</b>	<b>Sweet Dispenser</b> <ul style="list-style-type: none"> <li>Client questions.</li> <li>Design brief.</li> <li>Specifications.</li> <li>Graphic themes.</li> <li>Measuring and marking out on woods.</li> <li>Tool and equipment</li> <li>Health &amp; Safety.</li> <li>Woods &amp; manufactured boards.</li> </ul>	<b>Sweet Dispenser</b> <ul style="list-style-type: none"> <li>Client questions.</li> <li>Design brief.</li> <li>Specifications.</li> <li>Graphic themes.</li> <li>Measuring and marking out on woods.</li> <li>Tool and equipment</li> <li>Health &amp; Safety.</li> <li>Wood joints.</li> <li>Plastics.</li> </ul>	<b>Clock Project-</b> <ul style="list-style-type: none"> <li>Looking at designers and design movements.</li> <li>Working with acrylic.</li> <li>Design process.</li> <li>Product modelling.</li> <li>Design ideas</li> </ul>	<b>Clock Project-</b> <ul style="list-style-type: none"> <li>Looking at designers and design movements.</li> <li>Working with acrylic.</li> <li>Design process.</li> <li>Product modelling.</li> <li>Design ideas</li> </ul>	<b>Food &amp; Nutrition</b> Anaemia & iron Meat – classification of meat, poultry & game, intensive farming, organic. Protein – sources, types (HBV/LBV) functions & deficiency & excess Cross contamination (again) Eggs Nutritional needs of different groups of people Vitamin B12 Moral issues – FAIRTRADE Food miles Religious factor (again) Ethical and moral beliefs (again) Behaviour of protein <b>FOOD SCIENCE:</b> Raising agents Date marks on labels Storage (again)	<b>Food &amp; Nutrition</b> Anaemia & iron Meat – classification of meat, poultry & game, intensive farming, organic. Protein – sources, types (HBV/LBV) functions & deficiency & excess Cross contamination (again) Eggs Nutritional needs of different groups of people Vitamin B12 Moral issues – FAIRTRADE Food miles Religious factor (again) Ethical and moral beliefs (again) Behaviour of protein <b>FOOD SCIENCE:</b> Raising agents Date marks on labels Storage (again)