

# Year 8 Curriculum Maps

Please click on a subject below to view the plan for the year

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# Year 8 Art

*In Year 7 students have learnt how to make effective use of composition in their work, built upon knowledge of colour mixing, the formal elements and developed observational drawing skills. Students have also learnt about 3D materials such as clay and some textiles techniques.*

**In Year 8 students will learn how to: make effective use of 1 and 2-point perspective, build upon knowledge of the formal elements, develop observational drawing skills, develop use of 3D work and mixed media and gain experience in developing independent ideas and final pieces.**

	1	2	3	4	5	6	7	8
Knowledge	ASK sheet: <b>'Perspective'</b> Students will learn about one-point and two-point perspective. To show their knowledge and understanding they will be asked to draw room views, Lego, street views and window views before looking at the life and work of Van Gogh. This project will have a painted outcome using the lines of Post-Impressionism to create their own perspective artwork.							
Skills	<b>Numeracy</b> – working out perspective and scale in drawings using one- and two-point perspective. <b>Literacy</b> – Learning new key words such as horizon line, vanishing point and orthogonal lines, ensuring these are used correctly and confidently in class. <b>Solving problems</b> – Learning how to draw in one- and two-point perspective. <b>Expression</b> – Using colour in artworks such as name in one-point perspective to express personalities.							
Attitudes	<b>Commitment</b> – Follow instructions, listen to feedback and persevere when drawing in one- and two-point perspective. <b>Cooperation</b> – Working in partners to share ideas and thoughts on one- and two-point perspective. <b>Consistency</b> – Regularly having a 'can do' attitude when drawing in one- and two-point perspective. <b>Creativity</b> – Using imagination when adding colour to one-point perspective name and when drawing a two-point perspective street scene.							
Homework	1) Complete name in one-point perspective by adding colour and shading.		2) Draw a room in your house in one-point perspective.		3) Draw the view from a window in your house considering the perspective.		4) Draw a building in two-point perspective, add detail using line only.	
	9	10	11	12	13	14	15	16
Knowledge	ASK sheet: <b>'Perspective'</b>						ASK sheet: <b>'Activists'</b>	
Skills	<b>Literacy</b> - Learning about the life and work of Van Gogh and Post-Impressionism. <b>Expression</b> – Using Post-Impressionist marks in own work to show mood and movement like Van Gogh. <b>Enquiry</b> – Ask questions about Van Gogh, his life and why he created art in the style he did. <b>Independence</b> – Use techniques learnt in class to design ideas and final piece.						<b>Enquiry</b> – Questioning who different activists are throughout ongoing stater activities. <b>Numeracy</b> – Learning how to use grids when drawing portraits.	
Attitudes	<b>Curiosity</b> – To ask questions about Van Gogh, his life, his inspiration, and his artworks. <b>Creativity</b> – Using the work of Van Gogh as inspiration to design and create final painting. <b>Consistency</b> – To ensure final painting is of a high standard as this will exhibited. <b>Cooperation</b> – To support peers by giving clear feedback to others and demonstrating knowledge of painting techniques to help others if needed.						<b>Curiosity</b> – Show interest around different activists throughout history. <b>Creativity</b> – Consider expression and mood on own self-portrait.	
Homework	5) Undertake own research on Van Gogh.		6) To complete write up on Van Gogh using writing frame to help.		7) Ensure design ideas are complete ready for final painting.		8) Perspective evaluation.	1) To draw a portrait of a family member.
	17	18	19	20	21	22	23	24
Knowledge	ASK sheet: <b>'Activists'</b> Students will look at activists throughout history to see how people have changed lives for the better. This project will focus mainly on portraiture looking at facial features, proportions, mood and expression. Students will look at the work of Shepard Fairey and then create their own propaganda poster.							
Skills	<b>Literacy</b> - Learning about the life and work of Shepard Fairey and the use of artwork in political campaigns. <b>Expression</b> – Using Shepard Fairey's style in own work to show mood and pattern. <b>Enquiry</b> – Ask questions about Shepard Fairey, his life and why he created art in the style he did. <b>Independence</b> – Use techniques learnt in class to design ideas and final piece.							
Attitudes	<b>Curiosity</b> – To ask questions about Shepard Fairey, his life, his inspiration, and his artworks. <b>Creativity</b> – Using the work of Shepard Fairey as inspiration to design and create final painting/computer aided design. <b>Consistency</b> – To ensure final piece is of a high standard and shows an activist message as this will exhibited. <b>Cooperation</b> – To support peers by giving clear feedback to others and demonstrating knowledge of computer techniques to help others if needed.							
Homework	2) To research into Shepard Fairey and bring in information and images of his artwork.		3) To design patterns to use as a backdrop for final piece in style of Shepard Fairey.		4) Ensure design ideas are completed.		5) To select and bring in photographs of chosen activist to be used for final piece.	

	25	26	27	28	29	30	31	32
Knowledge	ASK sheet: 'Activists'		ASK sheet: 'Sea Life' This project is run in collaboration with English, Music and Science. Students will have looked at aspects of recycling and pollution through these subjects. In Art, students will record sea life in 2D media before looking at artists who use recyclable materials in their work. Students will then experiment with and manipulate plastics before working in pairs to create a 3D sculpture. Work from all departments will come together in the form of an end of year immersive exhibition.					
Skills	As above		<b>Solving Problems</b> – Considering composition of pages when drawing sea life ideas. <b>Enquiry</b> – Learning about our oceans being polluted and showing an interest in how to recycle. <b>Expression</b> – Using a range of media and colour to draw sea life and pollution.					
Attitudes	As above		<b>Curiosity</b> – Learning about plastics within our oceans. <b>Creativity</b> – Drawing a range of sea life and pollution within our oceans. <b>Consistency</b> – Making sure all studies are of a high standard no matter what materials are used.					
Homework	6)	Evaluation of Activists project.	1)	Fact file on plastic use, plastic waste and how this is destroying our oceans.	2)	Collage of sea creatures.	3)	Collect a range of plastic bags, plastic bottles and other waste items to melt/burn/manipulate in class.
	33	34	35	36	37	38	39	
Knowledge	ASK sheet: 'Sea Life'							
Skills	<b>Literacy</b> - Learning about the life and work of artists who use recyclable materials in their artworks. <b>Enquiry</b> – Ask questions about artworks and how they are created. Also how plastic can be manipulated by weaving, burning, melting etc before creating own sculpture. <b>Independence</b> – Follow demonstrations to safely use equipment in class. <b>Teamwork</b> – Work in pairs to create joint sculpture for a final piece to have exhibition with English, Science and Music departments.							
Attitudes	<b>Curiosity</b> – To be experimental when manipulating plastics before planning final sculpture. <b>Cooperation</b> – Work with a partner to share resources and ideas on experiments and final sculpture. <b>Creativity</b> – Plan final piece, create final 3D sculpture ready to be exhibited in the school.							
Homework	4)	Collect images of creature they want to make as a 3D plastic sculpture.	5)	Complete 'How To' leaflets on manipulating plastics ensuring health and safety has been considered.	6)	Evaluation of Sea Life project.		

# Year 8 DT

In Year 8 you will rotate through six projects. Each project will produce physical products as outcomes. Each project will produce a design folio marked against the A.S.K assessments. You will take home your practical work when completed. Folio work will be stored in your 'portfolio of evidence'.

1	2	3	4	5	6	7	8
Food – Eat well - Students learn about healthy eating and balancing meals. They learn about the safe storage of food and bacteria that can cause them harm.						Food – Snack Attack Lays the foundation skills required for the new GCSE KS4 qualification of Food Preparation & Nutrition.	
Attitudes							
Skills							
Knowledge							
Garden Tool - Explores metal manufacturing processes through the outcome of a small garden tool. Skills learnt include Health and safety in a group context. Teamwork.						Mood Light – Student investigate circuits using alpha boards. They solder components to build a Darlington pair nightlight circuit and manufacture a casing using a laser cutter.	
Attitudes - cooperation, consistency, commitment							
Skills - Brazing, use of metal saws, files, lathe, adding a screw thread, dip coating							
Knowledge - forces							
Mood Light – Student investigate circuits using alpha boards. They solder components to build a Darlington pair nightlight circuit and manufacture a casing using a laser cutter.						Garden Tool - explores metal manufacturing processes through the outcome of a small garden tool. Skills learnt include Health and safety in a group context. Teamwork.	
Attitudes – curiosity, cooperation, creativity, commitment							
Skills - Soldering, CAD (2D Design), laser cutter							
Knowledge -functionality							
Game Project – is an open-ended project. Students design and make a board game, developing their graphic communication and creative thinking.						Link Toy - Students design and make a toy with a moving link joint. Skills for working with wood tools.	
Attitudes - creativity, curiosity, commitment						Attitudes – Creativity, cooperation, commitment, consistency	
Skills - product analysis, designing, drawing, card modelling						Skills - wood saws, pillar drill, sanding, designing, problem solving	
Knowledge - problem solving						Knowledge - Mechanical	

9	10	11	12	13	14	15	16
<b>Mood Light</b> – Student investigate circuits using alpha boards. They solder components to build a Darlington pair nightlight circuit and manufacture a casing using a laser cutter.				<b>Food – Eat well</b> - Students learn about healthy eating and balancing meals. They learn about the safe storage of food and bacteria that can cause them harm.			
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<b>Link Toy</b> - Students design and make a toy with a moving link joint. Skills for working with wood tools.		<b>Game Project</b> – is an open-ended project. Students design and make a board game, developing their graphic communication and creative thinking.					
<b>Mood Light</b> – Student investigate circuits using alpha boards. They solder components to build a Darlington pair nightlight circuit and manufacture a casing using a laser cutter.		<b>Garden Tool</b> - explores metal manufacturing processes through the outcome of a small garden tool. Skills learnt include Health and safety in a group context. Teamwork.					

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	<b>Mood Light</b> – Student investigate circuits using alpha boards. They solder components to build a Darlington pair nightlight circuit and manufacture a casing using a laser cutter.						

33	34	35	36	37	38	39
<b>Food – Snack Attack</b> Lays the foundation skills required for the new GCSE KS4 qualification of Food Preparation & Nutrition.				Movement week 1	Movement week 2	Movement week 3
<b>Game Project</b> – is an open-ended project. Students design and make a board game, developing their graphic communication and creative thinking.				A lesson due to	Internal factors	e.g. exams
<b>Link Toy</b> - Students design and make a toy with a moving link joint. Skills for working with wood tools.						

<h2>Year 8 Drama</h2>	<p>Drama in year 8 focuses on how theatre/drama is made. Students will explore play texts and understand how/why they are written and performed. Year 8 is also an opportunity to see how the subject fits into other curriculum areas to show its importance in the curriculum. There is an opportunity for students to be challenged at a GCSE level to see what it would be like to opt for Drama at GCSE level.</p>
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1	2	3	4	5	6	7	8
<p align="center"><b>Silent Movies</b></p> <p align="center">“Understanding Principles of dramatic mediums used to devise, develop &amp; perform in a Silent Movie”</p> <p align="center">Key Terms: Exaggeration, Mime, Comedy, stock characters, still image, placard, melodrama</p>							
Exaggeration	Mime	Stock Characters 1	Stock Characters 2	Techniques 1	Techniques 2	Comedy 1	Comedy 2
Teamwork	Teamwork	Teamwork	Teamwork	Teamwork	Teamwork	Teamwork	Teamwork
Enquiry	Enquiry	Enquiry	Enquiry	Enquiry	Enquiry	Enquiry	Enquiry
Numeracy	Numeracy	Numeracy	Numeracy	Numeracy	Numeracy	Numeracy	Numeracy
Solving Problems	Solving Problems	Solving Problems	Solving Problems	Solving Problems	Solving Problems	Solving Problems	Solving Problems
Independence	Independence	Independence	Independence	Independence	Independence	Independence	Independence
Literacy	Literacy	Literacy	Literacy	Literacy	Literacy	Literacy	Literacy
Expression	Expression	Expression	Expression	Expression	Expression	Expression	Expression
HOMEWORK: Why not try to extend your learning by doing one of the additional Home Learning Tasks found on the school website. Share it with your teacher.			HOMEWORK: Watch & analyse a Silent Movie				

9	10	11	12	13	14	15	16
<b>Silent Movies</b> “Understanding Principles of dramatic mediums used to devise, develop & perform in a Silent Movie” Key Terms: Exaggeration, Mime, Comedy, stock characters, still image, placard, melodrama						<b>Genre</b> “Understanding different styles and interpretations of theatre”	
Planning	Devising	Rehearsing	Rehearsing	Practical Assessment in lesson time. Performing & Reflecting		What is Genre?	Naturalism 1
Teamwork Enquiry Numeracy Solving Problems Independence Literacy Expression	Teamwork Enquiry Numeracy Solving Problems Independence Literacy Expression	Teamwork Enquiry Numeracy Solving Problems Independence Literacy Expression	Teamwork Enquiry Numeracy Solving Problems Independence Literacy Expression	Teamwork Enquiry Numeracy Solving Problems Independence Literacy Expression	Teamwork Enquiry Numeracy Solving Problems Independence Literacy Expression	Teamwork Enquiry Numeracy Solving Problems Independence Literacy Expression	Teamwork Enquiry Numeracy Solving Problems Independence Literacy Expression
HOMEWORK: Create a placard				HOMEWORK: Learn any lines or remember your props/costume for your assessment			

17	18	19	20	21	22	23	24
<p align="center"><b>Genre</b></p> <p align="center">“Understanding different styles and interpretations of theatre”</p> <p align="center">Key Terms: Abstract, Naturalism, Horror, Style, Genre, Pantomime, Experiential, Antonin Artaud, Konstantin Stanislavski</p>							
Naturalism 2	Experiential 1	Experiential 2	Horror 1	Horror 2	Abstract 1	Abstract 2	Pantomime 1
Teamwork	Teamwork	Teamwork	Teamwork	Teamwork	Teamwork	Teamwork	Teamwork
Enquiry	Enquiry	Enquiry	Enquiry	Enquiry	Enquiry	Enquiry	Enquiry
Numeracy	Numeracy	Numeracy	Numeracy	Numeracy	Numeracy	Numeracy	Numeracy
Solving Problems	Solving Problems	Solving Problems	Solving Problems	Solving Problems	Solving Problems	Solving Problems	Solving Problems
Independence	Independence	Independence	Independence	Independence	Independence	Independence	Independence
Literacy	Literacy	Literacy	Literacy	Literacy	Literacy	Literacy	Literacy
Expression	Expression	Expression	Expression	Expression	Expression	Expression	Expression
<p>HOMEWORK: Why not try to extend your learning by doing one of the additional Home Learning Tasks found on the school website. Share it with your teacher.</p>							

25		26		27		28		29		30		31		32	
Genre “Understanding different styles and interpretations of theatre”					Macbeth by William Shakespeare “Study a famous play text and understand where our language has derived from, preparation for your GCSE English Literature study” Key Terms: Soliloquy, Monologue, Duologue, Language, Scene, Script, Director, Character										
Pantomime 2		Practical Assessment in lesson time.			Who done it?		Police Report		Plot & Characters		The Witches 1		The Witches 2		
Teamwork		Teamwork		Teamwork		Teamwork		Teamwork		Teamwork		Teamwork		Teamwork	
Enquiry		Enquiry		Enquiry		Enquiry		Enquiry		Enquiry		Enquiry		Enquiry	
Numeracy		Numeracy		Numeracy		Numeracy		Numeracy		Numeracy		Numeracy		Numeracy	
Solving Problems		Solving Problems		Solving Problems		Solving Problems		Solving Problems		Solving Problems		Solving Problems		Solving Problems	
Independence		Independence		Independence		Independence		Independence		Independence		Independence		Independence	
Literacy		Literacy		Literacy		Literacy		Literacy		Literacy		Literacy		Literacy	
Expression		Expression		Expression		Expression		Expression		Expression		Expression		Expression	
		HOMEWORK: Learn any lines or remember your props/costume for your assessment			HOMEWORK: Why not try to extend your learning by doing one of the additional Home Learning Tasks found on the school website. Share it with your teacher.										
33		34		35		36		37		38		39			
Macbeth by William Shakespeare “Study a famous play text and understand where our language has derived from, preparation for your GCSE English Literature study” Key Terms: Soliloquy, Monologue, Duologue, Language, Scene, Script, Director, Character															
Macbeth		Lady Macbeth		Shakespearian Insults 1		Shakespearean Insults 2		Practical Assessment in lesson		Practical Assessment in lesson		SBE OSCARS			
Teamwork		Teamwork		Teamwork		Teamwork		Teamwork		Teamwork		Teamwork			
Enquiry		Enquiry		Enquiry		Enquiry		Enquiry		Enquiry		Enquiry			
Numeracy		Numeracy		Numeracy		Numeracy		Numeracy		Numeracy		Numeracy			
Solving Problems		Solving Problems		Solving Problems		Solving Problems		Solving Problems		Solving Problems		Solving Problems			
Independence		Independence		Independence		Independence		Independence		Independence		Independence			
Literacy		Literacy		Literacy		Literacy		Literacy		Literacy		Literacy			
Expression		Expression		Expression		Expression		Expression		Expression		Expression			
HOMEWORK: Learn any lines or remember your props/costume for your assessment.														Homework: Try and see some theatre over the holidays!	

# Year 8 English

Curriculum aims: *In Year 8 you will continue to develop the reading and writing skills you began building in Year 7; in preparation for Key Stage 4 you will read a range of texts across time, developing your knowledge of key writers and genres; you will practise the skill of memorising texts and quotations in preparation for closed book exams at Key Stage 4; you will practise writing analytically about texts, developing your expertise in using PEARL paragraphs; you will practise writing in a range of creative and discursive forms, mastering technical and stylistic skills; you will work collaboratively with others to produce a formal spoken presentation, developing the skills required for the Spoken Language Endorsement at Key Stage 4. You will also have the opportunity to complete a media studies taster project (GCSE media studies is a Year 9 option subject).*

1	2	3	4	5	6	7	8
Autumn 1: Heroes and Villains (an exploration of heroes and villains in literature across time)							
Keywords: Hero / villain / protagonist / antagonist / anti-hero							
Attitudes and Skills: Enquiry, Literacy and Expression							
		Formative Assessment: Reading task – e.g. ‘How does the writer use language to..?’			Key Assessment 1: Writing task – writing to describe a hero and/or villain		
Weekly homework: Each week students are expected to read independently, to record their reading and complete an activity in their reading journal.							

9	10	11	12	13	14	15	16
<b>Autumn 2: The Voice of Conflict (creative study of a selection of 20<sup>th</sup> Century war poems)</b>							<b>Spring 1</b>
Keywords: Stanza / rhyme / rhythm / caesura / alliteration							
Attitudes and Skills: Problem Solving, Independence and Expression							
		<b>Formative Assessment: ‘Character and Voice’ writing task – e.g. a letter from the front</b>		<b>Key Assessment 2: Poetry performance and associated reading task – ‘How does the poet present ideas about war/conflict in your set poem?’</b>			

17	18	19	20	21	22	23	24
<b>Shakespeare Study: Macbeth (a study of the play, its characters, themes and context; includes a short media studies taster project)</b>					<b>Spring 2: Worlds (a study of dystopian fiction)</b>		
Keywords: stagecraft / dramatic irony / soliloquy / foreshadowing / stage directions					Keywords: Utopia / dystopia / society / rebellion / manipulation		
Attitudes and Skills: Enquiry, Literacy and Expression					Attitudes and skills: Enquiry and Literacy		
<b>Formative Assessment: Team presentation of media project (advertisement or storyboard)</b>		<b>Key Assessment 3: Reading task – an extract based response to the question ‘How does Shakespeare present..?’ in this scene and the wider play?</b>				<b>Formative Assessment: Reading task – e.g. ‘How does the writer structure the text to interest the reader...?’</b>	

25	26	27	28	29	30	31	32
			<b>Summer 1: Themed Project (Sustainability – a collaborative project)</b>				
			Keywords: pronouns / anecdote / fact / opinion / rhetorical question / emotive language / statistics / triplet				
			Attitudes and skills: Teamwork, Enquiry, Problem Solving and Expression				
<b>Key Assessment 4: Writing task – narrative or descriptive writing on a dystopian theme</b>					<b>Key Assessment 5: Spoken Language task – formal presentation to an audience</b>		

33	34	35	36	37	38	39
<b>Summer 2: Modern text (creative study of a modern play or novel)</b>						
Keywords: character / setting / writer / narrative / language / structure / context						
Attitudes and Skills: Literacy and Expression						
		<b>Formative Assessment: Non-fiction writing task – (e.g. newspaper article, witness statement, formal report)</b>		<b>Key Assessment 6: Reading task – English Language Paper 1 Q4 style evaluative task</b>		



# Year 8 Geography

In Year 8, the Geography curriculum aims are:

1. To build on subject knowledge for GSCE content.
2. To develop further geographical skills such as graph drawing and enquiry.

This builds on locational knowledge, map skills, population and environmental concerns. Students can start bridging the topics together to understand how they impact one another.

1	2	3	4	5	6	7	8
<b>Knowledge: Unit 1: Settlement</b> Defining megacities and how they develop as well as where they are found, the differences between HIC cities and LIC cities, formation of shanty towns and how they can be improved. Types of settlement, problems found in HIC cities, and problems within Milton Keynes. <b>Key Vocabulary:</b> Megacities, urbanisation, settlement, shanty towns, services, factors <b>Skills:</b> Literacy development through an extended piece of writing and explanation, enquiry skills through research tasks, and teamwork through group shanty town. <b>Attitudes:</b> Curiosity, creativity, cooperation, commitment, consistency <b>Assessment:</b> How do we improve Shanty Towns to make them better? An extended piece of writing, students to justify their choices and explain why it would help to improve a shanty town. <b>Homework:</b> Fact file of a megacity, research for shanty towns assessment, improving Milton Keynes poster completion.							
9	10	11	12	13	14	15	16
<b>Knowledge: Unit 2: Geography of My Stuff</b> Looking at the changes in consumption of items, as well as how the price of items has changed due to their production, how items have developed such as tapes to online music streaming services, sweatshops and the poor working conditions faced by those working in LIC factories. Students will then create and research their own topic through an enquiry. <b>Key Vocabulary:</b> Consumption, production, enquiry, hypothesis, conclusions <b>Skills:</b> Map skills, creation of their own geographical enquiry, greater development of research method skills. <b>Attitudes:</b> Curiosity, creativity, cooperation, commitment, consistency <b>Assessment:</b> Shopping enquiry with conclusions. <b>Homework:</b> Research on how certain goods have changed, asking friends and family shopping related questions.				<b>Knowledge: Unit 3: Natural Hazards</b> Different examples of natural hazards examining the causes, effects and responses through volcanoes, earthquakes and tsunamis. <b>Key Vocabulary:</b> tectonic, volcano, earthquake, hazard, impact, response <b>Skills:</b> Map skills, teamwork through lots of group work activities, extended piece of writing through the assessment and application of learning. <b>Attitudes:</b> Curiosity, creativity, cooperation, commitment, consistency <b>Assessment:</b> San Andreas Film Review <b>Homework:</b> Case study research of particular examples, completion of film review.			



# Year 8 History

This builds on learning in Year 7 History by refining key historical skills; focusing on events that have shaped the world as it is today...

1	2	3	4	5	6	7	8
<b>ASK sheet: What is History? A time travel adventure – refining skills from Y7</b>				<b>ASK sheet: African Kingdoms</b>			
Baseline Assessment: completion of work booklet				Assessment: end of unit assessment; knowledge recall, interpretations, extended writing			
Homework: learning key terms				Homework: completing tasks in work booklet			
<b>TENSILE: ENQUIRY</b>				<b>TENSILE: ENQUIRY</b>			
<b>ASK: Curiosity/Enquiry/chronology/significance/sources/interpretations</b>				<b>ASK: Curiosity/Enquiry/chronology/significance/interpretations/extended writing</b>			
9	10	11	12	13	14	15	16
<b>ASK sheet: Transatlantic slave trade &amp; US Civil Rights</b> - origins, Middle Passage, life as a slave, abolition, segregation, protest, MLK, Malcolm X							
Assessment: end of unit assessment; knowledge recall, interpretations, extended writing							
Homework: completing tasks in work booklet							
<b>TENSILE: ENQUIRY</b>							
<b>ASK: Curiosity/Enquiry/chronology/significance/sources/extended writing</b>							
17	18	19	20	21	22	23	24
<b>ASK sheet: Holocaust Memorial Day</b>			<b>ASK sheet: The British Empire &amp; India</b> - Ghandi				
Assessment: end of unit assessment; knowledge recall, interpretations/sources, extended writing			Assessment: end of unit assessment; knowledge recall, interpretations/sources, extended writing				
Homework: completing tasks in work booklet			Homework: completing tasks in work booklet				
<b>TENSILE: ENQUIRY</b>			<b>TENSILE: ENQUIRY</b>				
<b>ASK: Curiosity/Enquiry/chronology/significance/sources/extended writing</b>			<b>ASK: Curiosity/Enquiry/chronology/significance/sources/extended writing</b>				
25	26	27	28	29	30	31	32
			<b>ASK sheet: Power &amp; the People 1789-2020</b> – French Revolution, demands for suffrage in Britain, trade unionism, Suffragettes, minority rights, Black Lives Matter				
			Assessment: end of unit assessment; knowledge recall, interpretations/sources, extended writing				
			Homework: completing tasks in work booklet				
			<b>TENSILE: ENQUIRY</b>				
			<b>ASK: Curiosity/Enquiry/chronology/significance/sources/extended writing</b>				
33	34	35	36	37	38	39	40
				<b>ASK sheet: Enough of <i>history</i> – what about <i>herstory</i>?</b>			
				Assessment: presentation to convince the audience of the significance of their chosen woman			
				Homework: Preparation for presentation			
				<b>TENSILE: Enquiry and Expression</b>			
				<b>ASK: Curiosity/Enquiry/expression/significance/sources</b>			

## Year 8 ICT

In Year 7 students will have learnt basic skills when using the computer, spreadsheet and database skills, programming using Small Basic and created an interactive display. In Year 8 students will build on existing skills as well as experiencing topics linked to option choices.

1	2	3	4	5	6	7	8
Programming: Using Small Basic to solve problems. Making use of variables, loops and if statements. Learning techniques to be able to break down problems.							
Use of stepwise refinement to plan solutions to problems. Use of variables to store data to then reuse in other parts of the program. Students will make use of loops to repeat code to make this more efficient than other methods. Students will also learn about branching using if statements.							
	HWK Binary Quizzes		HWK Programming Instruction Sets			HWK Programming Instruction Sets	
9	10	11	12	13	14	15	16
Programming: Using Small Basic to solve problems. Making use of variables, loops and if statements. Learning techniques to be able to break down problems.					Creative iMedia Unit: Using Photoshop to edit images by removing backgrounds, saving as appropriate file formats, cropping and resizing. Students will learn about the Copyright Act and how this influences the use of images. Students will learn how to create a comic strip and how to produce a website for a given scenario.		
Use of stepwise refinement to plan solutions to problems. Use of variables to store data to then reuse in other parts of the program. Students will make use of loops to repeat code to make this more efficient than other methods. Students will also learn about branching using if statements.							
	Revision Quiz			Assessment End of Topic Assessment. Skills and knowledge			
17	18	19	20	21	22	23	24
Skills learnt include resizing images, removing backgrounds, learning about selection tolerance, cropping of images. Adding speech bubbles and creating effective comic strips which follow good comic conventions. How to create a consistent website for a scenario making use of navigation systems and advanced tools							Data Handling
Use of stepwise refinement to plan solutions to problems. Use of variables to store data to then reuse in other parts of the program. Students will make use of loops to repeat code to make this more efficient than other methods. Students will also learn about branching using if statements.							Database Quiz
	Logo Creation				End of Topic Assessment. Skills and Knowledge		

25	26	27	28	29	30	31	32
Data Handling: Use of spreadsheets and databases to use and present data. Students will be presented with a company for whom they need to create the database and spreadsheet for to meet their day to day needs.							
							End of Topic Assessment. Knowledge and skills
Skills covered within this unit include; setting up a database using fields, data types and validation. Searching for data using a variety of queries and presenting the results in reports. Creating a form for data entry and presenting this in a user-friendly way. Applying formulas into a spreadsheet, searching through the data using filtering and sorting, and presenting data using graphs.							

33	34	35	36	37	38	39
Data Handling: Looking at how to present our data to the client.	<b>Projects:</b> Students will complete the year working on projects to bring together their ICT skills and knowledge.					
Making use of presentation techniques to effectively present data to a client.	Projects to include programming using the micro bits, planning and creation of a video game cover to represent a game, planning and creating of a sound file by combining lots of sound and adding in effects to enhance them. A video project by combining images and effects to advertise a theme park.					

## Year 8 Lifeskills

Students will build on previous themes from Yr. 7 into Yr. 8 and will learn how to recognise and manage emotions. They will become aware that choices have impacts and consequences. Students will explore their mood management, developing skills such as self-awareness, modelling what works for them, developing positive emotions and having exposure to risk through units on Drugs and Choices. Students will develop both inter personal and intra personal skills. The Careers unit will allow students to explore 'themselves', their values and attitudes to the world of work and possible careers as they make important life decisions in the subjects they choose. Further detail can be located in Unit overview sheets which begin each unit of work and will be stuck into exercise books at the beginning of topics, including the ASK trackers.

**EQ** This unit will help you identify, assess, and control the emotions of yourself and others. You will investigate the ten habits of Emotional Intelligence (EQ) and learn what blend makes you, you! Finally, you will use your EQ to work in groups to develop a project that will support the local community. You will become aware that self-esteem can change with personal circumstances, family, friendships, and achievements

**Assessment:** APP product

**AS (not K)** - Expression, Solving Problems, Commitment.

What Is It?	Responsibility Goal Setting	Resilience	Optimism	Take Good Care	Self-Discipline	Dragons Den App Designs	Dragons Den App Design
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**CAREERS** You are encouraged to self-reflect on your qualities in this unit of work, to help you choose a career pathway. The process will allow you to investigate some potential career avenues and aid you in your options GCSE decisions making

**Assessment:**

**AS (not K):**

**DRUGS** Legal and illegal substances (risks), Affect people physically and socially. Law of supply, possession of illegal substances, physical and psychological consequences of addiction. Harms from smoking, benefits of quitting, accessing local health services  
Assessment: end of unit test  
**AS:** Expression, Teamwork, Curiosity & Consistency

What Factors Motivate	Trending Employment	BOE Carers Unifrog (IT)	Careers GCSE Options	GCSE Options	What Are Drugs	Why Use Drugs	Risks
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Categories Identification	Laws Crimes	Drugs & Society	Performance Enhancing	Illegal Highs	Vaping	Money Mules	Supply Chain Cuckooing
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	<b>DIGITAL HEALTH</b> Learn about the safe and responsible use of information communication technology (including safe management of own and others' personal data including images). Taught to establish clear personal boundaries around those aspects of your life you wish to be private, share only with specific people, and made public; to understand your right to privacy. Made aware of the importance of protecting your own and others' reputations; protecting your 'online presence': the concept of having a personal 'brand' that can be enhanced or damaged. <b>Assessment:</b> <b>AS (not K):</b>			<b>GANGS</b> help you reflect on your attitudes to gangs and your values in life. There has been an increase in death associated with gang's year on year and in this unit, you will explore the risks associated with gangs, how being in a gang can affect you physically and emotionally. You will have the opportunity to explore gangs through specific age appropriate resource. <b>Assessment:</b> AS (not K): Advantages & disadvantages of gangs.			
Vaccination	Digital Health	Fraud Part 1	Fraud Part 2	Gangs Part 1	Gangs Part 2	Gangs Part 3	What Does It Mean

<b>BRITISHNESS</b> help you understand the range of national, regional, religious, and ethnic identities in the United Kingdom. Promote a <b>mutual respect</b> for and tolerance of those with different faiths and beliefs and for those without faith. You will learn about the action's citizens can take in democratic and electoral processes to influence decisions locally, nationally, and beyond. Learn what being part of a community means, about respect for yourself and others and the importance of responsible behaviours and actions within communities. <b>Assessment:</b> British Game/Test <b>AS (not K): Expression, Teamwork, Enquiry</b>					
Identity	Multiculturalism	Hate Crime Radicalisation			

Lessons float to include bank holidays/training days.

# Year 8 Maths

1	2	3	4	5	6	7	8
<b>Autumn 1 - Unit 1: Adding and subtracting fractions</b> 2) Further order of operations 3) Averages 4) Holidays R Us Project							
End of topic Assessment to be completed once content covered Key focus of units 1) Confidently add and subtract fractions including mixed numbers. 2) Understand and explain how to use BODMAS and solve more complicated problems. 3) Confidently calculate the averages and the range. 4) Effective use of money and time to solve a problem.						TENSILE Assessment: Holidays R Us	
9	10	11	12	13	14	15	16
<b>Autumn 2 - Unit 2: Multiplying and Dividing Fractions</b> 2) Functions 3) Equations 4) Introducing recurring decimals							<b>Spring 1 – Unit 3:</b> 1) Percentages
End of topic Assessment to be completed once content covered Key focus of units 1) Confidently multiply and divide fractions including mixed numbers 2) Understand and use at least one function machine. 3) Solve two step equations 4) Identify a recurring decimal through division.					Test content: Basic Maths, Unit 1 and Unit 2		
17	18	19	20	21	22	23	24
<b>2) Introduction to Graphs</b> 3) Transformations 4) Opposite Corner Project				<b>Spring 2 – Unit 4: 1)Circles</b> 2) Angle Properties			
End of topic Assessment to be completed once content covered Key focus of units 1) Confidently calculate percentage increase or decrease. 2) Draw a straight line graph correctly 3) Reflect, rotate and translate a shape confidently			TENSILE Assessment: opposite Corners	End of topic Assessment to be completed once content covered Key focus of units 1) Calculate area and circumference of circles. 2) Applying angle rules to solve problems.			
25	26	27	28	29	30	31	32
		<b>Summer 1 – Unit 5: Scatter Graphs</b> 2) Inequalities 3) Probability 4) Disney Land Project					
Test content: Unit 3 and Unit 4		End of topic Assessment to be completed once content covered Key focus of units: 1) Plot and interpret scatter graphs. 2) Represent on a number line. 3) Represent probabilities in tables and calculate simple probabilities.					TENSILE Assessment: Disney land
33	34	35	36	37	38	39	40
<b>Summer 2 – Unit 6: Questionnaires</b> 2) Volume 3) compound Measure							
End of topic Assessment to be completed once content covered Key focus of units 1) Can construct a questionnaire. 2) Find the volume of simple prisms. 3) Can confidently use the speed formula.			End of Year test: Content from all units				



# Year 8 French

In Year 7 students have learnt about some cultural aspects and how to understand and express themselves in short paragraphs. They have learnt to recognise past, present and future.

In Year 8, students will learn about French culture as well as about topics relating to leisure, media, relationships, ambitions and geography of France. They will also continue to learn about essential grammar and conjugation.

By the end of Year 8 they should be able to read and understand longer texts about the topics covered including some present, past and future. They should be able to write longer paragraphs and speak in sentences including past, present and future.

1	2	3	4	5	6	7	8
Setting expectations Revision from Y7	Talking about television Using subject pronouns: je, tu, il, elle	Talking about films Using j'aime, j'adore and je deteste	Talking about reading Using un, une, le, la, les	Talking about the internet Using the verb faire	Talking about what you do in different weather Using "on"	Revision End of module test review	Saying what you can do in Paris Using on peut+ infinitive
Formative assessment						End of module test	
Reflecting on what has been learnt in the past year and on positive attitudes to demonstrate in MFL lessons	Developing speaking skills and reviewing concepts of conjugation with singular pronouns Listening, speaking, reading, writing	Expressing opinions within a given context Listening, speaking, reading, writing	Revising and using definite and indefinite articles	Revising the irregular verb faire and using it in a different context	Expressing oneself in longer sentences, using third person in a different context	Reflecting on acquired knowledge and gaps in knowledge Applying knowledge in various contexts	Using irregular verb pouvoir followed by infinitive

Choice of homework from Homework Menu: one piece to be completed every week

## Online learning opportunities:

<https://www.linguascope.com/secure/students/beginner/topic.php?language=french&topic=films>  
<https://www.linguascope.com/secure/students/beginner/topic.php?language=french&topic=tv>  
<https://www.linguascope.com/secure/students/beginner/topic.php?language=french&topic=hobbies>  
<https://www.linguascope.com/secure/students/beginner/topic.php?language=french&topic=instruments>  
<https://www.linguascope.com/secure/students/beginner/topic.php?language=french&topic=computer>  
<https://www.languagesonline.org.uk/French/ET1/NewET1U10/Index.htm>  
<https://classroom.thenational.academy/lessons/other-uses-of-faire-part-12-6ru3ec>  
<https://classroom.thenational.academy/lessons/other-uses-of-faire-part-22-64t34d>  
<https://www.britannica.com/place/Paris>  
<https://www.france-pub.com/city-paris.php>  
<https://worldstrides.com/blog/2016/07/10-interesting-facts-paris/>  
<https://en.parisinfo.com/>  
<https://www.papertoys.com/eiffel.htm>  
<https://www.linguascope.com/secure/students/beginner/topic.php?language=french&topic=weather>

9	10	11	12	13	14	15	16
Saying what you like doing Using j'aime+ infinitive	Asking for tourist information Using question words	Saying what you visited and saying what it was like Using the perfect tense of visiter	Saying what you did Using the perfect tense of -er verbs	Revision	End of module test review	Cultural knowledge: How Christmas is celebrated in France	Talking about personality Adjectival agreement
Formative assessment					End of module test	Formative assessment	
Revisiting how to express opinion in different context	Asking question. Developing more awareness of word order	Learning how to conjugate in the perfect tense, first person	Learning how to conjugate in the perfect tense with regular verbs	Reflecting on acquired knowledge and gaps in knowledge	Reflecting on acquired knowledge and gaps in knowledge Applying knowledge in various contexts	Reflecting on own culture and comparing with others.	Practising adjectival agreement with various types of adjectives
Choice of homework from Homework Menu: one piece to be completed every week							
<b>Online learning opportunities:</b> <a href="https://classroom.thenational.academy/lessons/asking-questions-part-12-6nk68d">https://classroom.thenational.academy/lessons/asking-questions-part-12-6nk68d</a> <a href="https://classroom.thenational.academy/lessons/asking-questions-part-22-70r38r">https://classroom.thenational.academy/lessons/asking-questions-part-22-70r38r</a> <a href="https://classroom.thenational.academy/lessons/finding-out-about-each-others-past-experiences-part-12-6hk62t">https://classroom.thenational.academy/lessons/finding-out-about-each-others-past-experiences-part-12-6hk62t</a> <a href="https://classroom.thenational.academy/lessons/finding-out-about-each-others-past-experiences-part-22-6mtkgd">https://classroom.thenational.academy/lessons/finding-out-about-each-others-past-experiences-part-22-6mtkgd</a> <a href="https://www.linguascope.com/secure/students/beginner/topic.php?language=french&amp;topic=gifts">https://www.linguascope.com/secure/students/beginner/topic.php?language=french&amp;topic=gifts</a> <a href="https://www.whychristmas.com/cultures/france.shtml">https://www.whychristmas.com/cultures/france.shtml</a>							
17	18	19	20	21	22	23	24
Talking about relationships More practice with the pronoun on	Talking about music Giving opinions	Talking about clothes Using the near future tense	Talking about last weekend Using the perfect tense	Revision End of module test review	Saying where you would like to live Using j'habite and je voudrais habiter	Describing your home Using prepositions	Talking about meals Using du, de la, de l', des
Formative assessment				End of module test	Formative assessment		
Using more complex verbs in the first person Conjugating with on Listening, speaking, reading, writing	Expressing opinion in different contexts	Learning how to conjugate in the near future	Practising the perfect tense in different context	Reflecting on acquired knowledge and gaps in knowledge Applying knowledge in various contexts	Expanding expression using present and conditional tense within the same context	Using prepositions	Revising and using the partitive articles with food
Choice of homework from Homework Menu: one piece to be completed every week							
<b>Online learning opportunities:</b> <a href="https://www.linguascope.com/secure/students/beginner/topic.php?language=french&amp;topic=countries">https://www.linguascope.com/secure/students/beginner/topic.php?language=french&amp;topic=countries</a> <a href="https://www.linguascope.com/secure/students/beginner/topic.php?language=french&amp;topic=family">https://www.linguascope.com/secure/students/beginner/topic.php?language=french&amp;topic=family</a> <a href="https://www.linguascope.com/secure/students/beginner/topic.php?language=french&amp;topic=instruments">https://www.linguascope.com/secure/students/beginner/topic.php?language=french&amp;topic=instruments</a> <a href="https://classroom.thenational.academy/lessons/talking-about-what-you-are-doing-today-vs-what-you-did-yesterday-part-12-c4v36t">https://classroom.thenational.academy/lessons/talking-about-what-you-are-doing-today-vs-what-you-did-yesterday-part-12-c4v36t</a> <a href="https://classroom.thenational.academy/lessons/talking-about-what-you-are-doing-today-vs-what-you-did-yesterday-part-22-6grpcd">https://classroom.thenational.academy/lessons/talking-about-what-you-are-doing-today-vs-what-you-did-yesterday-part-22-6grpcd</a> <a href="https://www.languagesonline.org.uk/French/ET1/NewET1U4/index.htm">https://www.languagesonline.org.uk/French/ET1/NewET1U4/index.htm</a> <a href="https://www.languagesonline.org.uk/French/ET1/NewET1U9/Index.htm">https://www.languagesonline.org.uk/French/ET1/NewET1U9/Index.htm</a> <a href="https://www.linguascope.com/secure/students/beginner/topic.php?language=french&amp;topic=clothes1">https://www.linguascope.com/secure/students/beginner/topic.php?language=french&amp;topic=clothes1</a> <a href="https://www.linguascope.com/secure/students/beginner/topic.php?language=french&amp;topic=clothes2">https://www.linguascope.com/secure/students/beginner/topic.php?language=french&amp;topic=clothes2</a>							

25	26	27	28	29	30	31	32
Discussing what food to buy Using il faut+ infinitive	Talking about a forthcoming event More practice with the near future	Revision End of module test review	Talking about talent and ambition Using the infinitive	Saying what you must and can do Using devoir and pouvoir+ infinitive	Telling someone what to do Using the imperative	Describing people's personalities Using more adjectives	Showing how much you can do with the French language Using a variety of structures
		<b>End of module test</b>	<b>Formative assessment</b>				
<b>Expression:</b> Using modal verb, Q/A and near future in different context		<b>Reflecting on</b> acquired knowledge and gaps in knowledge <b>Applying knowledge</b> in various contexts	<b>Expression</b> Listening, speaking, reading, writing	<b>Listening, speaking,</b> reading, writing	<b>Listening, speaking,</b> reading, writing	<b>expression</b> Listening, speaking, reading, writing	<b>Expression</b> Listening, speaking, reading, writing
<b>Choice of homework from Homework Menu: one piece to be completed every week</b>							
<b>Online learning opportunities:</b> <a href="https://www.linguascope.com/secure/students/beginner/topic.php?language=french&amp;topic=jobs1">https://www.linguascope.com/secure/students/beginner/topic.php?language=french&amp;topic=jobs1</a> <a href="https://www.linguascope.com/secure/students/beginner/topic.php?language=french&amp;topic=jobs2">https://www.linguascope.com/secure/students/beginner/topic.php?language=french&amp;topic=jobs2</a> <a href="https://www.languagesonline.org.uk/French/ET2/Vouloir_Pouvoir/Index.htm">https://www.languagesonline.org.uk/French/ET2/Vouloir_Pouvoir/Index.htm</a> <a href="https://www.languagesonline.org.uk/French/Grammar/Modal_Verbs/Index.htm">https://www.languagesonline.org.uk/French/Grammar/Modal_Verbs/Index.htm</a> <a href="https://www.languagesonline.org.uk/French/Grammar/Imperative/Index.htm">https://www.languagesonline.org.uk/French/Grammar/Imperative/Index.htm</a> <a href="https://www.france-hotel-guide.com/en/blog/typical-french-dishes/">https://www.france-hotel-guide.com/en/blog/typical-french-dishes/</a> <a href="http://www.foodbycountry.com/Algeria-to-France/France.html">http://www.foodbycountry.com/Algeria-to-France/France.html</a> <a href="https://www.kids-world-travel-guide.com/food-in-france.html">https://www.kids-world-travel-guide.com/food-in-france.html</a>							

33	34	35	36	37	38	39
Revision	End of Module test review	Cultural project: World geography and French speaking countries	Practical project: how to plant a garden	End of year test	History project: the French revolution	Revision project: mini-dictionary
	<b>End of module test</b>	<b>Formative assessment</b>		<b>End of year test</b>	<b>Formative assessment</b>	
<b>Reflecting on acquired knowledge and gaps in knowledge</b>	<b>Applying knowledge in various contexts</b>	<b>Teamwork, enquiry</b>		<b>Applying knowledge in various contexts</b>	<b>Teamwork, enquiry</b>	
Choice of homework from Homework Menu: one piece to be completed every week						
<b>Online learning opportunities:</b> <a href="https://worldpopulationreview.com/country-rankings/french-speaking-countries">https://worldpopulationreview.com/country-rankings/french-speaking-countries</a> <a href="https://www.altalang.com/beyond-words/countries-french-official-language/">https://www.altalang.com/beyond-words/countries-french-official-language/</a> <a href="https://www.frenchentree.com/living-in-france/gardening/gardening-glossary/">https://www.frenchentree.com/living-in-france/gardening/gardening-glossary/</a> <a href="https://www.enchantedlearning.com/languages/french/subjects/plants.shtml">https://www.enchantedlearning.com/languages/french/subjects/plants.shtml</a> <a href="https://www.history.com/topics/france/french-revolution">https://www.history.com/topics/france/french-revolution</a> <a href="https://www.britannica.com/event/French-Revolution">https://www.britannica.com/event/French-Revolution</a> <a href="https://www.nationalarchives.gov.uk/education/resources/french-revolution/">https://www.nationalarchives.gov.uk/education/resources/french-revolution/</a>						

<h1>Year 8 German</h1>	<p>In Year 7 students have learnt about some cultural aspects and how to understand and express themselves in short paragraphs. They have learnt to recognise past, present and future.</p> <p>In Year 8, students will learn more about German culture as well as about topics relating to holidays, food and drink, leisure, health and German geography. They will also learn about essential grammar and conjugation.</p> <p>By the end of Year 8 they should be able to read and understand longer texts about the topics covered including some present, past and future. They should be able to write longer paragraphs and speak in sentences including past, present and future.</p>
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9	10	11	12	13	14	15	16
Buying fruits and vegetables Using the Wortschatz	Ordering I a café Using definite and indefinite articles in the accusative	Saying what you like to eat and drink Using nicht and kein in different situations	Saying what you can buy in different shops Using in+ dative to say where you shop	Talking about pocket money Working out words in context	Saying what shops someone went to Using er/sie in the perfect tense	Revision End of module test review	Talking about different types of tv programme Saying what you like or prefer using gern and liben
Ongoing formative assessment						End of module test	Ongoing formative assessmen
Expression: Interacting in various conversational contexts. Grammar. Listening, speaking, reading, writing		Revisiting how to express opinion in different context.	Expression in longer sentences. Listening, speaking, reading, writing.	Independence, numeracy, solving problems.	Practising the perfect tense in different context. Listening, speaking, reading, writing.	Reflecting on acquired knowledge and gaps in knowledge.. Applying knowledge in various contexts.	Revisiting how to express opinion in different context.
Choice of homework from Homework Menu: one piece to be completed every week							
Online Learning Opportunities: <a href="https://www.bbc.co.uk/bitesize/topics/zk7rgwx/articles/z6xwgwx">https://www.bbc.co.uk/bitesize/topics/zk7rgwx/articles/z6xwgwx</a>							

17	18	19	20	21	22	23	24
Discussing a tv schedule Saying what you watched last night (using the perfect tense)	Saying what you and your friends do after school Using sie (they)	Understanding an interview with a young sportsperson Using müssen with an infinitive	Talking about an after school trip Using the perfect tense with wir (we)	Reading for gist and detail Changing pronouns in the past tense	Revision End of module test review	Naming the parts of the body Forming plurals	Saying what's the matter Using können to say what you can do or can't do
Ongoing formative assessment					End of module test	Ongoing formative assessment	
Practising the perfect tense in different context.	Conjugating verbs in third person plural.	Expression: Developing interaction in different contexts.	Practising the perfect tense in different context. Listening, speaking, reading, writing.		Reflecting on acquired knowledge and gaps in knowledge. Applying knowledge in various contexts.	Broadening range of vocabulary.	Asking and answering questions. Developing more awareness of word order.
Choice of homework from Homework Menu: one piece to be completed every week							
Online Learning Opportunities: <a href="https://www.linguascope.com/secure/students/beginner/topic.php?language=german&amp;topic=tv">https://www.linguascope.com/secure/students/beginner/topic.php?language=german&amp;topic=tv</a>							

  

25	26	27	28	29	30	31	32
Describing symptoms Using müssen to say what someone must do	Talking about healthy and unhealthy eating Using adverbs of frequency to talk about eating habits	Talking about preparing for a match Using the imperative to give instructions	Understanding a longer text about sport Changing sentences in the perfect tense	Revision End of module test review	Accepting and turning down invitations Giving reasons using weil (because)	Talking about clothes Using adjectives before nouns	Talking about a party you have been to Using ihr (you)
Ongoing formative assessment				End of module test	Ongoing formative assessment		
Solving problems: Understanding and using modal verbs.	Listening, speaking, reading, writing.	Expression and solving problems: Understanding and using the imperative.	Expression, independence, grammar. Listening, speaking, reading, writing.	Reflecting on acquired knowledge and gaps in knowledge. Applying knowledge in various contexts.	Asking and answering questions. Developing more awareness of word order.	Practising adjectival agreement with various types of adjectives.	Listening, speaking, reading, writing.
Choice of homework from Homework Menu: one piece to be completed every week							
Online Learning Opportunities: <a href="https://classroom.thenational.academy/lessons/what-people-canmustwant-to-do-to-improve-their-lifestyle-part-12-6ct36d">https://classroom.thenational.academy/lessons/what-people-canmustwant-to-do-to-improve-their-lifestyle-part-12-6ct36d</a> <a href="https://classroom.thenational.academy/lessons/what-people-canmustwant-to-do-to-improve-their-lifestyle-part-22-6cwkae">https://classroom.thenational.academy/lessons/what-people-canmustwant-to-do-to-improve-their-lifestyle-part-22-6cwkae</a>							

33	34	35	36	37	38	39
Making party food Using the sequencers zuerst, dann, danach, zum Schluss	Talking about your daily routine Using separable verbs	Asking for advice Understanding ich hatte	Revision End of module test review	Welcoming a German speaking visitor, making plans Past, present, future	German knowledge: geography, games revision	End of year test
Ongoing formative assessment			End of module test	Ongoing formative assessment		End of year test
Expression in longer sentences.	Solving problems: Developing understanding of German grammar.	Expression: Asking and answering questions. Developing more awareness of word order.	Reflecting on acquired knowledge and gaps in knowledge. Applying knowledge in various contexts.	Understanding and working towards GCSE skills.	Enquiry, independence.	Reflecting on acquired knowledge and gaps in knowledge. Applying knowledge in various contexts.
Choice of homework from Homework Menu: one piece to be completed every week						
<b>Online Learning Opportunities:</b> <a href="https://www.bbc.co.uk/bitesize/topics/zm3m47h/articles/zdkbf4j">https://www.bbc.co.uk/bitesize/topics/zm3m47h/articles/zdkbf4j</a>						

<p><b>Year 8</b></p> <p><b>Spanish</b></p>	<p><i>In Year 7 students have learnt about some cultural aspects and how to understand and express themselves in short paragraphs. They have learnt to recognise past, present and future.</i></p> <p><i>In Year 8, students will learn more about Spanish culture as well as about topics relating to relationships, leisure, travelling, eating out and Spanish geography. They will also continue to learn about essential grammar and conjugation.</i></p> <p><i>By the end of Year 8 they should be able to read and understand longer texts about the topics covered including some present, past and future. They should be able to write longer paragraphs and speak in sentences including past, present and future.</i></p>
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1	2	3	4	5	6	7	8
Expectations Revision from Y7	Talking about activities Expression opinions using me gusta	Describing friends using adjectives Using pero, también, nunca	Describing celebrities Comparing things using más...que	Using reflexive verbs Using sequencing words	Understanding nationalities Writing an extended text	Revision End of Module test review	Talking about places in town Using the near future tense
<b>Formative assessment</b>						<b>End of module test</b>	<b>Formative assessment</b>
<b>Demonstrating respect towards foreign language and others in the classroom when they speak French. Practising pronunciation and making efforts to repeat properly. Using French for basic classroom language.</b>	<b>Expressing opinion with 3<sup>rd</sup> person verb</b>	<b>Understanding adjective agreements and expanding</b>	<b>Expression: longer sentences using comparatives</b>	<b>Grammar skills, adding adverbs</b>	<b>expression</b>	<b>Reflecting on acquired knowledge and gaps in knowledge Applying knowledge in various contexts</b>	<b>Using a different tense</b>
<b>Choice of homework from Homework Menu: one piece to be completed every week</b>							
9	10	11	12	13	14	15	16
Practising the present and near future tenses Using sequencing words	Inviting someone to go out Adding expression to your spoken Spanish	Making excuses Using querer and poder	Saying what someone else likes or dislikes Using phrases with infinitives	revision	End of module test review	Cultural Knowledge Spanish traditions	Saying where you went on holiday Saying what it was like
<b>Formative assessment</b>						<b>Formative assessment</b>	
<b>Problem solving: recognising and using 2 tenses when appropriate</b>	<b>Expression: interacting in a dialogue</b>	<b>Using irregular modal verbs Listening, speaking, reading, writing</b>	<b>Listening, speaking, reading, writing</b>	<b>Reflecting on acquired knowledge and gaps in knowledge Applying knowledge in various contexts</b>		<b>Enquiry: finding out about and demonstrating tolerance of a different culture</b>	<b>Using the past tense Listening, speaking, reading, writing</b>
<b>Choice of homework from Homework Menu: one piece to be completed every week</b>							

17	18	19	20	21	22	23	24
Saying how you travelled Using the preterite of ser and ir	Saying what you did on holiday Using the preterite of ar verbs	Giving more details of your holidays Expressing opinions about past events	Giving a presentation about your holidays Using the present and the preterite together	Revision End of module test review	Talking about mealtimes Using time expressions	Shopping for food Using high numbers	Eating at a restaurant Understanding the difference between tú and usted
<b>Formative assessment</b>				End of module test	<b>Formative assessment</b>		
<b>Grammar: Using irregular verbs in past tense</b>	<b>Expression: describing past events with grammatical accuracy</b>	<b>Including opinion to past events</b>	<b>Expression and independence: using creativity and writing about past events in more detail</b>	<b>Reflecting on acquired knowledge and gaps in knowledge</b> <b>Applying knowledge in various contexts</b>	<b>Expression: using adverbs to add detail</b>	<b>numeracy</b>	<b>Recognising speech registers</b>
<b>Choice of homework from Homework Menu: one piece to be completed every week</b>							
25	26	27	28	29	30	31	32
Talking about likes and dislikes Using past, present and future together	Revision End of module test Review	Cultural knowledge	Talking about clothes Making colours agree	Talking about school uniform Using comparative adjectives más...que	Choosing an item of clothing Using superlative adjectives	Talking about a trip to Argentina Using the present and the near future	Saying what you wore to a fancy dress ball Using past, present and future tenses together
<b>Formative assessment</b>	<b>End of module test</b>	<b>Formative assessment</b>					
<b>GCSE exam skills: 3 tenses and opinion</b>	<b>Reflecting on acquired knowledge and gaps in knowledge</b> <b>Applying knowledge in various contexts</b>	<b>Enquiry</b> <b>Demonstrating tolerance and understanding of a different country</b>	<b>Understanding and applying adjective agreements</b>	<b>Adding more detail and including complex structures</b>		<b>Developing GCSE skills: Using 3 tenses and opinion within the same context</b>	
<b>Choice of homework from Homework Menu: one piece to be completed every week</b>							



33	34	35	36	37	38	39
Revision End of module test Review	Cultural project: Saying what there is to see in Barcelona Justifying your opinions of a place	Talking about different types of shops Using se puede to say what can be bought there Asking and giving directions Using estar to describe where something is	Revision	End of year test	Cultural and linguistic project: Mini-dictionary Creating board game Spanish gastronomy	
End of module test	Formative assessment			End of year test	Formative assessment	
<b>Reflecting on acquired knowledge and gaps in knowledge</b> <b>Applying knowledge in various contexts</b>	<b>Teamwork, enquiry</b>	<b>Expression: using Q/A in different context</b>	<b>Reflecting on acquired knowledge and gaps in knowledge</b> <b>Applying knowledge in various contexts</b>		<b>Teamwork, enquiry</b>	
<b>Choice of homework from Homework Menu: one piece to be completed every week</b>						

1		2		3		4		5		6		7		8	
Film and gaming music: We will look at how composers create music to enhance the mood of film, games, drama, documentaries and other moving image programmes. Students will have the opportunity to create music for their own choice of video clips, also learn how to exploit technology to enhance their compositions.															
<b>KEY VOCABULARY:</b> film music vocabulary, time cue sheet, leitmotif, elements of music															
<b>ASSESSMENT:</b> continuous assessment of performing and composing skills, self-evaluation and peer-to-peer feedback.															
<b>ATTITUDES AND SKILLS:</b> supportive team work, creativity, perseverance, confidence, performance skills, IT skills, editing skills															
9		10		11		12		13		14		15		16	
Film and gaming music cont.															
17		18		19		20		21		22		23		24	
Students will learn about Caribbean music & music from Latin America. Alongside learning about the musical features of this genre and its context, students will continue to develop keyboard skills, their knowledge of notation, composing and performing skills.										Students will look at music from Jamaica and perform Don't worry 'bout a thing by Bob Marley, the history of reggae and ska which combined elements of Mento, Calypso and R & B.					
<b>KEY VOCABULARY:</b> elements of music, stave, treble clef notation, note and rest values, Cuban son, mantuno, mambo, verse, sonero, choro, syncopation										<b>KEY VOCABULARY:</b> syncopation, accent, chord, bass line, melody, riff, hook, elements of music					
<b>ASSESSMENT:</b> individual, pair and group performances will be assessed by teacher and peers										<b>ASSESSMENT:</b> continuous assessment of performing and ensemble skills					
<b>ATTITUDES AND SKILLS:</b> supportive teamwork, creativity, confidence, performance skills, fine motor skills, perseverance										<b>ATTITUDES AND SKILLS:</b> teamwork, listening skills, ensemble skills, fine motor skills, perseverance, confidence					
<b>HOMEWORK:</b> revision of elements of music and treble clef stave notation (see back of Learning Passport)															
25		26		27		28		29		30		31		32	
American Jazz, Blues and Swing music.						Students will have the opportunity to compose to a brief and record their work on Garage Band.									
<b>KEY VOCABULARY:</b> syncopation, accent, chord, bass line, melody, riff, hook, elements of music						<b>KEY VOCABULARY:</b> elements of music, repetition, sequence, bass line, melody, chords, riff, hook									
<b>ASSESSMENT:</b> continuous assessment of performing and ensemble skills						<b>ASSESSMENT:</b> performances of compositions assessed by peers and teacher									
<b>ATTITUDES AND SKILLS:</b> teamwork, listening skills, ensemble skills, fine motor skills, perseverance, confidence						<b>ATTITUDES AND SKILLS:</b> teamwork, creativity, confidence, perseverance, IT skills									
33		34		35		36		37		38		39			
Students will produce a variety of performance-based work designed to further ensemble skills and developing individual instrumental ability on chosen instrument. Students can choose their own repertoire to devise a performance for presentation to the class. Students will build on skills gained in year 7 on the ukulele, be able to identify the key parts to the instrument, revise how tuning works, learn an extended chord repertoire and accompany self and others singing.															
<b>KEY VOCABULARY:</b> major, minor, chord, melody, bass line, riff, hook, lyrics, elements of music, tuning, pegs, neck, body, fret board, major, minor, tonality, elements of music															
<b>ASSESSMENT:</b> individual, pair and ensemble performances will be assessed by teacher and peers															
<b>ATTITUDES AND SKILLS:</b> supportive teamwork, creativity, confidence, performance skills, perseverance, motivation, confidence, listening skills, finger dexterity, fine motor skills, interpreting ukulele tablature															

## Year 8 PE

In Year 7 you will have learnt how to effectively be... **happy** Establishing active behaviours, **healthy** identify healthy skill and **success** physical literacy and wellbeing through physical activity and sport. Students will continue in ability groups from year 7, with group suitability assessed following progress reviews.

1	2	3	4	5	6	7	8
HHS Independence and Respect – BBB Problem Solving							
Assessment: Independence and Respect ASK							
Attitude: Cooperation; Skill: Solving Problems							
Homework: Be physically active for 30 minutes per week outside of lesson time.							
9	10	11	12	13	14	15	16
HHS Leadership and Social – BBB Target Games							
Assessment: Leadership and Social ASK							
Attitude: Commitment; Skill: Teamwork							
Homework: Be physically active for 30 minutes per week outside of lesson time.							
17	18	19	20	21	22	23	24
HHS Body Health and Individuality – BBB OAA					HHS Integrity and Self Management – BBB Dance		
Assessment: Body Health and Individuality ASK					Assessment: Integrity and Self Management ASK		
Attitude: Curiosity; Skill: Enquiry					Attitude: Consistency; Skill: Expression		
Homework: Be physically active for 30 minutes per week outside of lesson time.					Homework: Be physically active for 30 minutes per week		
25	26	27	28	29	30	31	32
		HHS Enthusiasm and Inspiring – BBB Leadership					
		Assessment: Enthusiasm and Inspiring ASK					
		Attitude: Creativity; Skill: Independence					
	outside of lesson time.	Homework: Be physically active for 30 minutes per week outside of lesson time.					
33	34	35	36	37	38	39	
	HHS MVPA and Perseverance – BBB Emerging Sports						
	Assessment: MVPA and Perseverance ASK						
	Attitude: Commitment; Skill: Numeracy						
	Homework: Be physically active for 30 minutes per week outside of lesson time.						

Notes:- All students will study the same content but timings will vary dependant on facility availability. Standardisation dates will also vary but will occur three times throughout the academic year. Sports/activities will be selected considering the strengths of the class teacher, facility available and composition of the group.

# Year 8 RPE

Year 8 Religion, Philosophy and Ethics (RPE) will continue to build on the work from year 7. Students will cover three more religions including Sikhism, Islam and Buddhism. This will help them to understand more about the key beliefs, teachings and practices from people who live within our communities. Students will also continue to study ethical and philosophical topics to teach them about other areas that impact their lives. The topics from year 7 and year 8 will give them a background knowledge to this subject that will then support them as they enter KS4.

1	2	3	4	5	6	7	8
<b>Sikhism:</b> Students will learn about the key beliefs and teachings of this religion including areas such as the origins of Sikhism, the Khalsa, and the 5k's. Key vocabulary: Khalsa, Caste, 5K's, Gurus Attitude: Curiosity, cooperation Skills: Reflection Homework will be set on the VLE, including some areas to research and respond to.							
9	10	11	12	13	14	15	16
Sikhism	<b>Religion and Art:</b> This topic has been designed to allow students to explore how religions express ideas and values to explain what they believe. Students will be given the opportunity to be creative and to create different pieces of work so that they can put across ideas and things they believe in, religious or non-religious. Key words: Spirituality, belief, expression						
Assessment					Assessment		
	Attitude: Creativity Skills: expression, reflection						
	Homework will link to work they are doing in lessons						
17	18	19	20	21	22	23	24
<b>Buddhism:</b> Students will learn about the key teachings and beliefs of Buddhism. They will learn about how Buddha developed his ideas, and what he taught about life. Students will also learn about some of the practices of Buddhism. Key vocabulary: Dukkha, suffering, eight-fold path							
							Assessment
Attitude: Teamwork Skills: Explore, reflect							
Homework will be set on the VLE							
25	26	27	28	29	30	31	32
<b>Islam:</b> Students will learn about the key beliefs in Islam. They will also explore some Islamic practices. Key words: Quran, Allah, Prophets, five pillars.							
Attitude: Consistency Skills: Relation							
Homework tasks will be set on the VLE							
33	34	35	36	37	38	39	
Islam	<b>The ethics of technology:</b> students will use the topic of technology to help them learn how to think ethically. They will study how we use technology and ask questions about the ethics of its use. Key vocabulary: Ethics, technology, morals						
	Attitude: Consistency Skills: Enquiry						
	Homework will be set on the VLE						

# Year 8 Science

**Curriculum Aims:** 1) Enthuse and inspire students by linking science to culture and everyday experience. 2) Engage students with science through personalising, localising and making science relevant and meaningful. 3) Develop foundation knowledge and begin to apply this to unfamiliar situations. 4) Develop practical skills, graphical and data analysis skills, scientific numeracy and literacy. 5) Embed the UN 'sustainable development goals' as a SOW driver.

1	2	3	4	5	6	7	8
<b>Topic 8.1 Looking at Plants and Animals</b> <b>Context:</b> SDG 14 and 14 Life on land, Life below water <b>Knowledge:</b> Photosynthesis, Biodiversity, interdependence <b>Prior learning:</b> functions of parts of plants (reproduction & transport); construct and interpret food chains, Explain how environmental changes impact living things.				<b>Topic 8.2 Explaining Chemical Change</b> <b>Context:</b> SDG 8 Responsible production and consumption <b>Knowledge:</b> acids, indicator, alkalis and neutralisation <b>Prior learning:</b> changes can result in new materials e.g. action of acid on bicarbonate of soda			
<b>Attitudes and Skills (TENSILE) Literacy and Expression</b>				<b>Attitudes and Skills (TENSILE) Solving problems, independence</b>			
<b>Assess:</b> 1 assessed mid unit task. End of topic test				<b>Assess:</b> 1 assessed mid unit task. End of topic test			

9	10	11	12	13	14	15	16	17	18
<b>Topic 8.3 Motion On Earth and Space</b> <b>Context:</b> SDG 17 Partnerships for the Goals <b>Knowledge:</b> Distance-time graphs, solar system and gravity <b>Prior learning:</b> describe movements of the sun, moon, earth and other planets in the solar system;				<b>Topic 8.4 Cells Getting the Energy the body needs</b> <b>Context:</b> SDG 10 reduced inequalities <b>Knowledge:</b> skeleton, muscles, respiration, fermentation, anaerobic respiration <b>Prior learning:</b> introduction to human body.					
<b>Attitudes and Skills (TENSILE) Numeracy, independence</b>				<b>Attitudes and Skills (TENSILE) Expression, Enquiry</b>					
<b>Assess:</b> 1 assessed mid unit task. End of topic test				<b>Assess:</b> 1 assessed mid unit task. End of topic test					

19	20	21	22	23	24	25	26
<b>Topic 8.5 Magnetism and electricity</b> <b>Context:</b> SDG 9 Industry, innovation and infrastructure <b>Knowledge:</b> magnets & electromagnets, series/parallel circuits, voltage, current, resistance. <b>Prior learning:</b> rules of magnets, building and interpreting simple circuits				<b>Topic 8.6 Health and Drugs</b> <b>Context:</b> SDG 3 Good Health and Wellbeing <b>Knowledge:</b> effects of drug groups on mind and body, immunity, antibiotics, vaccinations <b>Prior learning:</b> effects of diet, exercise, drugs and lifestyle on how bodies function.			
<b>Attitudes and Skills (TENSILE) Teamwork and Numeracy</b>				<b>Attitudes and Skills (TENSILE) literacy and Expression</b>			
<b>Assess:</b> 1 assessed mid unit task. End of topic test				<b>Assess:</b> 1 assessed mid unit task. End of topic test			

27	28	29	30	31	32	33	34
<b>Topic 8.7 Waves and Energy Transfer</b> <b>Context:</b> SDG 11 Sustainable cities and communities <b>Knowledge:</b> light waves, colour, energy transfer, cost of energy <b>Prior learning:</b> light travels in straight lines; how objects are seen; formation of shadows.				<b>Topic 8.8 Using the Earth Sustainably</b> <b>Context:</b> SDG, 13 Climate Action, and 16 Peace, justice and strong institutions <b>Knowledge:</b> combustion, carbon cycle, rock cycle, structure of the Earth, acid rain, <b>Prior learning:</b> Understand changes associated with burning; group and identify rocks in different ways according to their properties,			
<b>Attitudes and Skills (TENSILE) Literacy and Expression</b>				<b>Attitudes and Skills (TENSILE) Literacy and Independence</b>			
<b>Assess:</b> 1 assessed mid unit task. End of topic test				<b>Assess:</b> 1 assessed mid unit task. End of topic test			

35	36	37	38	39
<b>Exams</b>		<b>Y8 End of year Project</b> <b>Attitudes and Skills</b> ALL TENSILE embedded in investigative project work		