

Curriculum Overview –Year 8

	Autumn	Spring	Summer
Art & Design	<p>Masks Masks from around the world are researched. Artists work is explored to learn how they have approached the theme. Students collect sketches and information to inform their own mask designs. Various materials are used to construct final mask outcomes</p>	<p>Masks continues Art Contextual Studies - begins</p>	<p>Art Contextual Studies In preparation for KS4, students complete a unit of work researching various artists. They study art and use this as inspiration to create their own designs and a final outcome. Work can be created via drawing, painting, collage, print and 3D.</p>
Computer Science	<p>Unit 1 - Digital image manipulation. Using Adobe Photoshop to present graphical information.</p> <p>Unit 2 - Spreadsheet modelling. Develop a Hardware Quiz that introduces Boolean Logic.</p>	<p>Unit 3 - Computational thinking - Introduction to Abstraction, Decomposition and Computational thinking.</p> <p>Unit 4 - Animation skill development. Learn to sequence instructions</p>	<p>Unit 5 - Text based programming using python.</p> <p>Unit 6 - Computer Science History - Applied through end of Year assessment using Animation skills.</p>
Design & Technology	<p>Graphic Design</p> <ul style="list-style-type: none"> • Typography <p>Health and Safety in a Workshop Marking Out</p> <p>Joining Methods</p> <ul style="list-style-type: none"> • Permanent • Non-Permanent • Wood Joints 	<p>Making</p> <ul style="list-style-type: none"> • Use of Hand Tools • Machine Competence Training <p>Finishing Skills</p> <ul style="list-style-type: none"> • Sanding <p>Wet and Dry</p>	<p>Designing</p> <ul style="list-style-type: none"> • Use of Design Software <p><i>Mini Keyring Project</i></p> <p>2D Design</p> <ul style="list-style-type: none"> • Use of Drawing Tools • Vectorising • Contouring

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Design & Technology	<p>Finger Joints</p> <p>Making</p> <ul style="list-style-type: none"> • Use of Hand Tools • Machine Competence Training <p><i>Mini Christmas Decoration Project</i></p>		<p>Computer Aided Manufacturing</p> <ul style="list-style-type: none"> • Laser Cutting <p>Finishing Techniques</p> <ul style="list-style-type: none"> • Varnish • Paint <p>Wood Stain</p>
Drama	<p>Introduction to Drama</p> <p>Stanislavski</p> <p>Practitioner</p> <p>Naturalism</p> <p>Shakespeare</p> <p>Harry Potter – Script and Improvisation</p>	<p>The Departure</p> <p>Homelessness</p> <p>Theatre in Education</p>	<p>Darkwood Manor</p> <p>Titanic</p> <p>Historical context through improvisation and script</p> <p>Jeff</p> <p>Superheroes and Villains</p>
English	<p>SOW: Love Poetry</p> <p>Students to study a variety of poetry with the theme of love – explore the conventions of traditional love poetry and how poets have subverted some of these conventions</p> <p>Feedback Point: Write about how relationships are presented in one poem with a focus on language and structure.</p> <p>Feedback Point: Comparison of how ideas about love are presented in two poems.</p> <p>SOW: Modern novel – Noughts and Crosses</p> <p>Using guided reading and immersive reading strategies, students to study the text as a whole, with a focus on how the</p>	<p>SOW: Literary Heritage</p> <p>Ghost stories</p> <p>Students to study a range of literary heritage short stories with a focus on genre, structure, and how the writer creates different reactions in his readers</p> <p>Feedback point: Write about how Dickens creates tension in ‘The Signalman’</p> <p>Feedback point: Write about how Jacobs creates tension through the use of language and structure in ‘The Monkey’s Paw’.</p> <p>SOW: Persuasion and the Media</p> <p>Students to study a range of persuasive techniques and how they are used in the media to persuade and control. They will look at various media texts and write about the use of persuasion. This will then develop into responses to</p>	<p>SOW: Shakespeare</p> <p>Macbeth</p> <p>Students to study the play, Macbeth, with a focus on how the audience will react to Macbeth as the play unfolds. There should also be a consideration of historical context and how the audience would be expected to react.</p> <p>Feedback Point: How is Macbeth presented at the beginning of the play and what can we expect of him?</p> <p>Feedback point: How does Shakespeare present Macbeth throughout the play and how would an audience at the time have reacted to him?</p> <p>SOW: Creative Writing</p> <p>Building on their writing skills from last year, students will look at various texts and think about how they write for audience and purpose. Students will produce their</p>

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<p style="text-align: center;">English</p>	<p>relationship between Callum and Sephy, and the conflict and tensions within the society of the novel, is presented through a dual narrative. Feedback Point: Write about the relationship between Callum and Sephy.</p> <p>Assessment against target band Autumn Present ideas about how the dual narrative structure affects the way the story is told throughout.</p>	<p>public information campaigns, the school antibullying policy, and writing a letter to the Head teacher about a key issue they wish to raise (student voice).</p> <p>Feedback Point: Write about the use of persuasive devices in advertising.</p> <p>Assessment against target band Spring Write a letter to the Head teacher.</p>	<p>own creative writing pieces. Feedback Point: Students will write a creative piece from a piece of film – The Hunger Games – Tracker Jacker piece.</p> <p>Assessment against target band Summer Creative writing piece</p>
<p style="text-align: center;">Food Preparation & Nutrition</p>	<p>Health and safety in the kitchen Complex knife skills Burgers Stuffed chicken Crème Brulee Fresh Pasta Puff Pastry – Christmas Decorations</p>	<p>Macaroni cheese Food presentation skills Tea cake challenge Scones Swiss roll – Easter Themed</p>	<p>Chicken nuggets Choux pastry Meringue Lemon cheesecake Plan personal final dish Make final dish</p>
<p style="text-align: center;">Geography</p>	<p>Russia</p> <ul style="list-style-type: none"> • Mapping • Biomes – case study: the tundra • History • Deforestation • Energy resources • Tourism <p>Crime:</p> <ul style="list-style-type: none"> • Why study crime in geog • Environmental crime: the Aral Sea • Piracy • The Niger Delta • Blood diamonds 	<p>Risky World</p> <ul style="list-style-type: none"> • Formation of the earth • Tectonics • Earthquakes – case study Japan • Volcanoes • Pompeii • Montserrat • Tropical Storms – case study Sandy & Haiyan <p>Migration:</p> <ul style="list-style-type: none"> • What is it? • Who migrates • Case Study: Mexico • Types of migrants 	<p>Africa:</p> <ul style="list-style-type: none"> • Mapping • Challenging the single story Cross Humanities Unit: The Holocaust <p>Antarctica:</p> <ul style="list-style-type: none"> • Mapping • • History & exploration • Scientists in Antarctica • Tourism & Sustainability

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<h1>History</h1>	<p>Empire and The Slave Trade</p> <ul style="list-style-type: none"> • The Slave Trade • Slave case studies • Independence from the British Empire <p>Fight for equality</p> <ul style="list-style-type: none"> • The Civil Rights Movement • Suffragettes and Suffragists 	<p>The World at War</p> <ul style="list-style-type: none"> • The break out of World War One • Trench warfare • The Battle of the Somme • Treaty of Versailles • League of Nations <p>The World at War</p> <ul style="list-style-type: none"> • Hitler’s rise to power • Operation Barbarossa • Pearl Harbour • The Blitz • Evacuees <p>End of World War Two – Hiroshima and Nagasaki</p>	<p>Communism vs. Capitalism</p> <ul style="list-style-type: none"> • The beginning of the Cold War • The Arms Race • Case Study: The Vietnam War <p>The Holocaust</p> <ul style="list-style-type: none"> • Nazi policies towards Jews • Battalion 101 • Minorities in concentration camps • Jewish resistance <p>Trip to Jewish Museum in London</p>
<h1>Maths</h1>	<p>At the start of each half term – Addition, multiplication, subtraction, division Simplifying Measures including Time Mean, median, mode, range, frequency tables Negative numbers. Number properties. BIDMAS Solving equations Properties of shapes. Area and perimeter Revision and Assessment Coordinates</p>	<p>At the start of each half term – Addition, multiplication, subtraction and division Angles Rounding and Estimating. Place Value. Decimals. Sequences Construction/Loci Charts and diagrams. Comparing averages. Powers and roots Revision and Assessment Substitution</p>	<p>At the start of each half term – Addition, multiplication, subtraction and division Fractions Volume. Nets. Plans and elevations, 3D drawings. Pythagoras (Higher) Ratio and proportion Line Graphs Bearings Probability Percentages and Fraction/Decimals/Percentage Equivalence Transformations End of Year Assessments Projects and Investigations</p>

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Modern Foreign Languages	Personal information Daily routine	Film and television A film study	Holidays Cultural study of fairy tales
Music	Reggae Roots All about the Base	Music for Film All that Jazz and Blues	Writing a Smash Hit Battle of the Bands
Physical Education	Football & Netball Badminton & Hockey Dance	OAA & Basketball Table Tennis and Tennis Dance	Cricket/Striking and Fielding Athletics & Striking and Fielding Dance
Religious Education	How should we deal with conflict? <u>Unit: Peace and War</u> <ul style="list-style-type: none"> • Pacifism • Forgiveness • Just War Theory • Militarism <u>Main feedback:</u> <ul style="list-style-type: none"> • Bert Brocklesby creative response. • Conflict essay. <u>Main homework:</u> <ul style="list-style-type: none"> • Bert Brocklesby creative work. Spirited Arts Competition.	How should we deal with conflict? <u>Unit: Islam</u> <ul style="list-style-type: none"> • Allah • Muhammad • Five Pillars. • Muslims in the UK • Greater Jihad • Malala Yousafzai • Lesser Jihad • Islamophobia • Muhammad Ali <u>Main feedback:</u> <ul style="list-style-type: none"> • Islamophobia response. • Islam essay. <u>Main homework:</u> <ul style="list-style-type: none"> • Way of life project Easter lesson Holocaust fortnight	How should we deal with conflict? <u>Intervention, part 1</u> <ul style="list-style-type: none"> • Value of life • Human Dignity • Intervention • Mbaye Diagne <u>Main feedback:</u> <ul style="list-style-type: none"> • Intervention plan • Rwanda response <u>Main homework:</u> <ul style="list-style-type: none"> • Intervention plan

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<p>Science</p>	<p>What Lies Beneath? Genes 1 Ecosystems 2 Hocus Pocus Reactions 1 Energy 2</p>	<p>Surfing USA Waves 1 Waves 2 It's all Change Reactions 2 Genes 2</p>	<p>James Bond Forces 2 Electromagnetics 2 Antarctic Adventure Bridging Unit - GCSE</p>
<p>Futures</p>	<p>Intro – Careers mind map and overview. Microsoft form Medical/caring profession Animal care careers Police and other uniformed services Business and finance Sports/fitness industry Creative industry</p>	<p>Business and finance Sports/fitness industry Creative industry Hospitality and caring Construction and trade careers Education, early years, teaching STEM careers</p>	<p>Environment, land, agriculture Legal and law careers CV, re-visit hard and soft skills, research Job interview practice Evaluation, reflection. Next steps. Microsoft form.</p>

EXPERIENCE DAYS

	Day 1	Day 2	Day 3	Day 4	Day 5
YEAR 8	<p>“The Dream”. What do you want from life long term?</p> <p>Link school subjects to life and work skills</p> <p>Career pathway</p>	<p>Researching careers. Speak to an expert</p>	<p>Introducing GCSE Options</p>	<p>The law part 2</p> <p>Mock trial</p>	<p>Diversity part 3</p> <p>Different families and people, same love</p>
	<p>Diversity part 1</p> <p>Focus, disability</p>	<p>What is sexual harassment?</p>	<p>Mental health. Depression, anxiety.</p> <p>Mindfulness</p>		<p>The law part 3</p> <p>Child Criminal Exploitation. County lines</p>
	<p>The law part 1</p> <p>The role of the police</p>	<p>The history of LGBTQ+ rights</p> <p>Diversity part 2</p>	<p>Understanding gender identity. Trans. Non-binary. Range of identity and sexuality</p>	<p>Employment rights and legal protections.</p> <p>Focus equality protections</p>	<p>The law part 4</p> <p>Understanding prisons</p>