

## Year 8 Curriculum Overview: Autumn Term

SUBJECT	What are students studying in the Autumn term?
<b>Art</b>	<b>Experimental Drawing and Basquiat:</b> Students explore a range of experimental drawing techniques in this unit. Drawing with the right side of the brain, continuous and blind contour drawing are approaches explored to investigate drawing as a technique. Students are taught about the work of Jeran Michel Basquiat and create an outcome based on his style and influences.
<b>Computing/IT</b>	<b>Internet safety/ Cyber security:</b> Students will learn about a range of malware and the effects they have, know what precautions to take to maintain safety online, understand the role of encryption in maintaining safety online and know about a range of ciphers. Students should be able to demonstrate safe practices when using the Internet, and use a range of ciphers to encrypt and decrypt text <b>Scratch Advanced:</b> In this unit pupils will be introduced to the Scratch programming environment and begin by reverse-engineering some existing games. They will then progress to planning and developing their own games, learning to incorporate variables, procedures (using the Broadcast function), lists and operators. They should be able to create a fully working game with lives, scoring and some randomisation of objects. Finally, they will learn to test and debug their programs.
<b>Design and Technology</b>	<b>Design and Technology carousel:</b> In the first part of the year, students will complete projects in CAD/CAM (2D designed and laser cut trinket box) and Product Design (designer inspired clock).
<b>Drama</b>	<b>Topic 1:</b> The 'My Pressure' unit focuses on the topic of student pressure. Students will use drama explorative strategies to explore issues such as peer pressure, experiencing pressure, body image and pressure online. This will allow students to develop compassion, build empathy and understand the impact of actions. They will work towards creating a Theatre in Education performance for the benefit of teaching Year 6 students about the experiences of a young person and how to cope with these pressures. <b>Topic 2:</b> This unit looks at the genre of 'Melodrama'. Throughout the term students will understand the key conventions of this type of theatre (e.g., stock characters and exaggerated performances). The unit will culminate in a scripted assessment.
<b>French</b>	<b>T'es branché(e)?</b> Students learn to talk about reading and media. Students recap –er, -ir, -re verbs and are introduced to the perfect tense. <b>Paris je t'adore:</b> Students learn to talk about a trip. Students are introduced to the perfect tense with être.
<b>English</b>	<b>Shakespeare's historical and literary context:</b> This unit focusses on the comedy genre, ensuring all students have a good understanding of the playwright. <b>'Much Ado About Nothing':</b> Students read this play with a focus on generic conventions, plot and characterisation. They also start to develop their analytical skills by examining short extracts in detail.
<b>Geography</b>	<b>Closing the Development Gap:</b> This topic Introduces students to the key concept of development and the reasons for global inequality. Students

	<p>study a range of place examples to compare standards of living and consider what can be done to reduce poverty and therefore close the development gap.</p> <p><b>Hazardous World:</b> Students learn the physical processes that create earthquakes, volcanoes and tsunamis. They are introduced to the idea of primary and secondary impacts of hazards and how these can be managed using monitoring, protection, planning and prediction.</p>
<b>History</b>	<p><b>Tudors - Changes to Religion:</b> This topic focuses on the period of religious change under the Tudors (1509-1603). Students will look at the different features of the Catholic and Protestant faith and the changes each monarch made to religious practice and how the public responded. The skill focus for this unit is the utility of sources; students will be required to assess how useful a source is to determine a key feature of Tudor religious change.</p> <p><b>Stuarts - Changes to Power:</b> This topic moves on chronologically to the Stuarts where the knowledge focus is on how power changes across the period with the English Civil war and the Republic that follows.</p>
<b>Maths</b>	Expressions and formulae, fractions, decimals and percentages, graphs and statistics.
<b>Music</b>	<p><b>Topic 1: The Blues</b> 12 bar blues chord sequence, walking bass lines, swing rhythms, blues scale, scat singing, riffs, improvisation, group performance and north American musicology.</p> <p><b>Topic 2: Music of north Africa and the middle east.</b> Irregular metre, Wazn rhythms, Maqam (Modes), microtone, drones and improvisation, group performance and appraisal.</p>
<b>PE</b>	<p><b>Building on physical development, techniques and skills across multiple disciplines:</b> Becoming more expert in techniques, understanding what makes a performance effective and how to apply these principles to their own and others' performance whilst being physically active. Applying subject specific terminology during independent tasks, leadership development, problem solving and critical thinking all of which are embedded in across activities. Participation in a wide range of extracurricular activities on offer.</p> <p>CAROUSEL 1: A focus on Netball, Health Related Fitness and Dance.</p> <p>CAROUSEL 2: Becoming more confident in the application of skills across Tennis, Athletics and Rounders.</p>
<b>RE</b>	<p><b>Hinduism:</b> Students explore different responses to the caste system using the belief in karma to evaluate whether the caste system seems fair.</p> <p><b>Life after death:</b> Students explore religious beliefs and action regarding the afterlife.</p>
<b>Science</b>	<p><b>Photosynthesis:</b> Students learn about how plants make their food in the photosynthesis reaction.</p> <p><b>Energy:</b> Students learn about different energy stores and energy transfers.</p> <p><b>Respiration:</b> Students learn about how energy is released in respiration, and the differences between aerobic and anaerobic respiration.</p> <p><b>Waves:</b> Students compare light and sound waves and learn about how the ears and eyes work.</p>

**Spanish**

**Mis vacaciones:** Students talk about past holidays. They are introduced to the preterite tense with regular and irregular verbs.

**Todo sobre mi vida:** Students discuss music and media. They are introduced to the comparative and a range of opinion phrases.

## Year 8 Curriculum Overview: Spring Term

SUBJECT	What are students studying in the Spring Term?
<b>Art</b>	<b>Environmental Issues:</b> In this unit students make cross-curricular links by exploring environmental issues and the impact that plastic waste has on the environment. Sustainability in art is discussed and the students learn how to weave materials together using recycled plastic as the material for their work.
<b>Computing/IT</b>	<b>Small basic:</b> An introduction to programming in a textual language. It starts by introducing Turtle graphics, leading into the use of variables and loops. Simple programs using the Text window are used to introduce input, output and selection. <b>Understanding Computers:</b> This is a theoretical unit covering the basic principles of computer architecture and use of binary. Students' look at the input process output sequence and the fetch decode execute cycle through practical activities.
<b>Design and Technology</b>	<b>Design and Technology carousel:</b> Over the year students will complete a series of projects: CAD/CAM (trinket box); food and nutrition (carbohydrates and energy); product design (designer clock project); textiles (sustainable cultural textiles tote bag).
<b>Drama</b>	<b>Topic 1:</b> This unit explores the plot and key scenes from Shakespeare's 'Macbeth'. Through the term students will be challenged with understanding, learning and performing a key extract from the play. <b>Topic 2: Physical Theatre.</b> Within this unit students will develop their understanding of non-verbal communication with an introduction to physical theatre. Within the unit students will explore the work of Frantic Assembly and use their building blocks for devising to create their own work.
<b>English</b>	<b>Unseen Poetry:</b> Students read a range of poems from diverse writers, with the aim of exploring poetic devices such as extended metaphor, volta, refrain and motif. Students build the skills to be able to write analytically about a poem they have never seen before, by being able to identify writers' methods and understand their intended impact. Many of the poems in this unit link to the study of classical mythology at the end of year 7. <b>'Hello Mum' by Bernadine Evaristo:</b> The study of this short text is supported by non-fiction and fiction extracts from other texts that enable students to explore key themes, such as self-image and identity. In this unit students explore narrative voice and writing in character.
<b>French</b>	<b>Mon identité:</b> Students learn to talk about their personality, music taste and style. They practise past, present, and future tenses. <b>Chez moi, chez toi:</b> Students learn to talk about where they live, their home, their meals. They are introduced to comparative adjectives and il faut
<b>Geography</b>	<b>Awesome Africa:</b> Students will investigate the physical and human geography of Africa and consider the following enquiry questions: How

	<p>diverse is Africa? Do the media always give us a true impression of this continent?</p> <p><b>What is the future of our planet?</b> Students will investigate the following enquiry questions: What is climate change and what is causing it? What impacts will this have on our planet? How can we manage this threat?</p>
<b>History</b>	<p><b>The Slave trade and its abolition:</b> This topic begins with understanding the first Empire and the New world which connects Unit 1 and 2 from the Autumn term. This topic looks at causes and process of the Transatlantic slave trade and Britain's role in this. Student will then explore slave resistance in places such as Haiti and the many causes of the abolition of slavery within the Empire.</p> <p><b>Industrial Revolution – Links to empire (EIC):</b> Students will be looking at the growth of industry in Britain and the impact of this on the people. This unit also makes connection to Empire and the East India Company, which helps to build on the understanding of the New World and Slave trade units.</p>
<b>Maths</b>	Transformations and symmetry, equations, construction and sequences.
<b>Music</b>	<p><b>Topic 3: Music through Time</b> Baroque music, diatonic chord sequence, Ground bass lines, sequences, majors scale, arpeggios, solo performance and popular chord sequences.</p> <p><b>Topic 4 :Reggae Music</b> Syncopation, off beat rhythms, composing using diatonic chords, improvisation, riffs and ostinato, group performance and appraisal.</p>
<b>PE</b>	<p><b>Building on physical development, techniques and skills across multiple disciplines:</b> Becoming more expert in techniques, understanding what makes a performance effective and how to apply these principles to their own and others' performance whilst being physically active. Applying subject specific terminology during independent tasks, leadership development, problem solving and critical thinking all of which are embedded in across activities. Participation in a wide range of extracurricular activities on offer.</p> <p>CAROUSEL 1: A focus on Netball, Health Related Fitness and Dance.</p> <p>CAROUSEL 2: Becoming more confident in the application of skills across Tennis, Athletics and Rounders.</p>
<b>RE</b>	<p><b>Life after death:</b> Students explore religious beliefs and action regarding the afterlife.</p> <p><b>Sikhism</b></p>
<b>Science</b>	<p><b>Electricity and Magnetism</b> – students explore key ideas around current, voltage and resistance in circuits</p> <p><b>Acids and Alkalis</b> - students learn about characteristics properties of acids and alkalis, the pH scale and the reactions of acids and alkalis</p> <p><b>Reproduction</b> – students look at the scientific principles in how different organisms reproduce to pass on genetic information</p> <p><b>The human body</b> – students look at how the human body is structured and how lifestyle choices affect the body</p>

**Spanish**

**A comer:** Students learn about food and mealtimes. They are introduced to negative structures.

**Qué hacemos?** Students discuss free time and plans. They are introduced to reflexive verbs and modal verbs.

## Year 8 Curriculum Overview: Summer Term

SUBJECT	What are students studying in the Spring Term?
Art	<p><b>Clay theory:</b> Students are taught about clay theory and different techniques used in ceramics. Students will use this knowledge to enable them to create a clay pot.</p>
Computing/IT	<p><b>Kodu:</b> This unit introduces the fundamentals of computer programming and games design. Students are introduced to the idea of computer programs requiring a precise series of statements and through Kodu, will understand how to build a world and program characters and objects before moving onto enhance their games with more advanced features.</p> <p><b>Endangered animals:</b> Students are given the opportunity to research, plan and create a campaign for endangered animals. Students will go through the importance of planning to meet a client's requirements and how the final product created has to be fit for purpose.</p>
Desing and Technology	<p><b>Design and Technology carousel:</b> In the second half of the year, students will design and make a sustainable cultural textiles tote bag and learn about carbohydrates and energy in food and nutrition.</p>
Drama	<p><b>Topic 1: 'Uprooted'</b> - this unit focuses on the topical issue of child refugees. Students will use drama explorative strategies to look at this issue in a safe space, developing empathy and understanding. This unit will also build on student understanding of drama techniques from previous terms and will culminate in a devised performance that is aimed at educating an audience on the experiences of child refugees. <b>Topic 2:</b> This unit explores the life of <b>Walter Tull</b>, building further on year 8s understanding of devised theatre. The term will culminate in a devised performance aimed at educating the audience on this historical figure and drawing on the key skills and techniques learnt over the course of the year.</p>
English	<p><b>Noughts and Crosses by Malorie Blackman:</b> The reading of this text is supported by drama activities such as dramatic reading and character hot-seating. Our focus is the use of dialogue and stage direction to achieve characterisation, and students are invited to write their own dramatic monologues in character.</p> <p><b>Short Stories:</b> This short unit allows students to explore fiction in short form and understand the use of story structure in a more concrete way through reading a wide variety of texts, class discussion and creative writing.</p>
French	<p><b>Quel talent:</b> Students discuss talent and ambition. They are introduced to modal verbs and superlative adjectives.</p>
Geography	<p><b>UK Economic Change:</b> Students build upon their knowledge of the UK to learn how the UK economy has changed from primary, to secondary to tertiary/quaternary. They learn about the human processes of industrialisation/deindustrialisation and mechanisation. Students revisit key maps skills to help them complete a decision-making activity to justify where a new factory should be located.</p> <p><b>Antarctica Project: Students</b> build upon their understanding of climate to examine why this continent is so cold and recap ecosystems to learn about the Antarctic food web. They consider the impacts tourism and other threats are having, and how these can be sustainably managed via the ATS.</p>

<b>History</b>	<p><b>Migration through time:</b> This topic explores the causes of migration to Britain and links to the British empire and the impact on the people, building on from the Industrial revolution topic. Students will look at multiple different groups and what motivated people to migrate and the impact on the individuals and the diversity of Britain</p> <p><b>Scramble for Africa:</b> Links back to elements of migration – helps students to build context as to how and why Britain and other European nations colonised to build an empire and the consequences of this. It sets Students up to better understand causes of WW1 in Y9.</p>
<b>Maths</b>	3D shapes; ratio and proportion; money week and probability; whole numbers and decimals; measures and area.
<b>Music</b>	<p><b>What Makes a Good Song?:</b> Rock Anthems (Song Writing &amp; Song Analysis): AoS 1 &amp; 5</p> <p><b>Film Music (Scary Music):</b> links to AoS 1 and AoS 4</p> <p>Leitmotif and character motif. Sound beds and diegetic music.</p>
<b>PE</b>	<p><b>Building on physical development, techniques and skills across multiple disciplines:</b> Becoming more expert in techniques, understanding what makes a performance effective and how to apply these principles to their own and others' performance whilst being physically active. Applying subject specific terminology during independent tasks, leadership development, problem solving and critical thinking all of which are embedded in across activities. Participation in a wide range of extracurricular activities on offer.</p> <p>CAROUSEL 1: A focus on Netball, Health Related Fitness and Dance.</p> <p>CAROUSEL 2: Becoming more confident in the application of skills across Tennis, Athletics and Rounders.</p>
<b>RE</b>	<b>Life after Death:</b> Students explore different religious views about the afterlife, and how religious practices across the religions support specific beliefs. Students explore the beliefs of the Abrahamic faiths and compare them to beliefs about reincarnation or rebirth. They evaluate whether religions would agree with the use of LifeGems.
<b>Science</b>	<p><b>Motion</b> – students explore the forces acting on moving objects</p> <p><b>Reactivity</b> – students explore the reactivity of elements in the periodic table</p> <p><b>Genetics and Evolution</b> – students study the molecule of life (DNA) and the theory of evolution</p> <p><b>Properties of materials</b> – students study the properties of both natural and synthetic materials</p>
<b>Spanish</b>	<b>Operación Verano:</b> Students discuss summer plans. They are introduced to the superlative