



Curriculum Overview Y8

<u>Subjects</u>	<u>Autumn Term 1</u>	<u>Autumn Term 2</u>	<u>Spring Term 1</u>	<u>Spring Term 2</u>	<u>Summer Term 1</u>	<u>Summer Term 2</u>
English Language	Mastery writing booklet 3. *Exploring genre – problem solved love stories and action plots. *Embedding grammatical structures – Clauses, sentence demarcation and verbs.		Mastery writing booklet 3. *Exploring genre – problem action plots and fantasy. *Embedding grammatical structures – Verbs, speech and apostrophes.		Mastery writing booklet 3. *Exploring genre and plot – the 4 plots – problem solved, quest, comeuppance and moral test. *Embedding grammatical structures – speech, apostrophes and possessive pronouns.	
English Literature	The Adventures of Sherlock Holmes *Knowledge of crime in Victorian London and how that influenced Conan Doyle as a writer. *Knowledge of plots and characters from each story studied. *Introduction to analysis - ‘how is Holmes presented?’		The Tempest *Knowledge of the Elizabethan era and how the age of exploration influenced Shakespeare’s writing. *Knowledge of characters, plot and main events from the play. *Analysis of Caliban considering the Elizabethan audience’s reaction to his character and our understanding of him today.		Animal farm *Knowledge of the historical context of the Russian Revolution and the allegory of the text. *Knowledge of the plot, characters and main events in the story. *Analysis of the characters and events in order to evaluate why the farm fails.	
Maths	Number Application – Probability: can I apply numerical reasoning to problems involving probability? *Fractions, decimals and percentages. *Probability scale. *Experimental probability. *Diagrams to help calculate probability	Proportion in Play: how can I apply proportional reasoning to everyday contexts and problems? *Compound measure and unit conversion. *Proportion as a fraction and best buys *Percentage change. *Scale factors and enlargement.	Algebraic Manipulation: can I confidently work with algebraic expressions whilst applying number skills? *Forming and solving equations. *Manipulating formulae and rearranging equations. *Mass, density and volume. *Translations.	Number Explorations to the Real World: can I develop skills with fractions, decimals and percentages? *Working with fractions. *Using percentages. *Time. *Transformations.	Motor Skills: can I apply my fine motor skills to drawing and constructing? *Angles in polygons. *Parallel lines. *Graphs and charts. *Data manipulation. *Loci.	Graphical Exploration: can we link linear graphs to real life applications? *Straight line graph development. *Line graphs. *Rate of change graphs. *Financial resilience topics.
Science	Maths in science – Graphs in Science: Bar graphs Big Question: What are some basic chemicals and types of reactions?	Maths in science – Data in Science: Mean Median, mode, range Finding % Big question: How do smaller units of animals work together to produce systems?	Maths in science – Shapes in Science: Area of square/rectangle, area of circle, vol of square and rectangle Big question: How do we use energy and ensure it is efficient?	Maths in science – Measuring in Science: Change in vol, mass and temperature Big question: What are the properties and uses of different compounds?	Maths in science – Equations in Science: Converting units Re-arranging equations Big question: How do we use forces?	Maths in science – Graphs in Science: Line graphs Pie charts Big question: What are the different interactions within an ecosystem and how to humans affect them?
Geography	Rivers The main physical processes that take place in a river and	Flooding The physical and human factors that can increase the	Development - The different measures of development and how countries are classified	Indonesia Case Study - The main physical and human features of	Taiga Forest - The main physical and human features of the taiga forest.	Arctic Tundra - The main physical and human features of the Arctic tundra.

	how these create specific erosional and depositional landforms.	risk of flooding. A comparison of the 2007 Sheffield floods and the 2018 Kerala floods.	according to their level of development. - Reasons for global inequality; top-down and bottom-up development strategies	Indonesia, including reasons for its economic growth. - The social, economic and environmental challenges and opportunities created by economic development.	- Threats to the taiga forest from human activity - Strategies to protect the taiga forest.	- Threats to the Arctic tundra from human activity - Strategies to protect the Arctic tundra.
History	Did this Ladybird book get it right about Henry VIII? - Students look at the Reformation and how Henry's decision to Break with the Church of Rome changed the History of Britain. - Students look at aspects of Henry's life such as, his religion, his advisors, his wives and consider how we should remember Henry VIII.	How did Elizabeth's childhood shape her reign? - Students look at Elizabeth's relationship with her father and how her mother's execution shaped her as a female monarch. - Students examine the domestic and foreign threats that Elizabeth faced during her reign.	Why did Charlie get the Chop? - Students look at the chronology of the English Civil War. - Students learn about the only English Monarch to be executed by his people. King Charles I was found guilty of, tyranny, treason and murder. - Students discover how the constitutional monarchy we have today developed over time.	Why was Restoration London so exciting? - Students learn about Oliver Cromwell and judge whether he should be remembered as a Hero or a Villian. - Students learn about life in Puritan England while Cromwell was the Lord Protector. - Students discover how the Restoration altered England and how changes made by King Charles II still impact us today.	Can a human be someone's property? - Students learn what it means to be enslaved. And that, unfortunately, enslaved people have been used throughout history. - Students learn about powerful African Kingdoms and what life was like before colonisation. - Students learn the horrendous conditions that enslaved people were made to endure. - Students look at the many big and small ways that enslaved people in America resisted slavery. - Students assess and evaluate the most significant reason that finally led to the abolition of slavery.	How has the legacy of slavery shaped modern America? - Students look at the legacy of slavery in America and how apartheid impacted people's lives. - Students examine changes in law such as in education and voting rights. - Students research different ways people protested peacefully and violently against unjust treatment. - Students consider how laws and attitudes have changed over time and judge what else could be done to help establish a more equal society.
RE	Big Question 1: Why are pilgrimages important to religious believers? Students study the big six world religions pilgrimage sites including; The history Why it is a pilgrimage site? What religious believers do there	Big Question 2: Why are festivals important to religious believers? Students study a number of Big Six religions' festivals including: The story behind the festival The impact the festival has on them Common practices the religion shares on each festival Big Question 3: How are we influenced? Component 1: What makes someone inspirational? Students look at core religious and non-religious people who have been inspiration either in; Their faith Their community The world Or used their faith as a starting point in a way to reach out and help people	Big Question 3: How are we influenced? Component 1: What makes someone inspirational? Students look at core religious and non-religious people who have been inspiration either in; Their faith Their community The world Or used their faith as a starting point in a way to reach out and help people Component 2: Ethical Theories Students build on their knowledge of morals from Y7 and look at the ethical theories such as Utilitarianism to understand how secular morals might have shaped them.			
PE	Can you apply the Fundamentals of sport into conditioned practices? Students apply their Fundamentals learnt in Y7 and apply these to conditioned practices. The conditioned practices are more towards the full context game but still allow students to build their knowledge and confidence within lessons. Throughout each lesson, there is a rich sport and activity-based vocabulary modelled and developed. Motor competence Motor movements are broken down before making it harder – The 'How to' steps to success are focused on and the application of these are put into competition where it is appropriate or isolated practices. Rules, techniques and tactics Rules within sports that define the way that motor skills are used are also introduced alongside more challenging techniques. There is also a use of elaborative encoding that that looks at different techniques you can use and when/why these are used. Healthy Participation					

	<p>Focus is placed on the short-term effects of exercise, so students develop understanding of what happens to their body when they exercise and the benefits of it. We also look at how to participate in physical activity and sport and the factors that can affect participation.</p> <p>Sporting activities covered Badminton, Netball, Basketball, Football, Handball, Rugby, Fitness, Trampoline, Cricket, Athletics, Rounders, Dance</p>					
Drama	<p>Approaches to Script: Hunting of the Snark</p> <ul style="list-style-type: none"> How to perform script. To use a pressure circle to create tension. 	<p>Approaches to Script: Curious Incident of the Dog in the Night-Time</p> <ul style="list-style-type: none"> How to be part of an ensemble. How to use physical theatre to perform in the style of Frantic Assembly. 	<p>Styles and Genres: History of Theatre</p> <ul style="list-style-type: none"> How to perform in different theatre styles. Understand stock characters, Melodrama, exaggeration, Greek chorus. 	<p>Styles and Genres: Shakespeare</p> <ul style="list-style-type: none"> How to perform in the style of Shakespeare. How to develop text to have abstract interpretations. 	<p>Approaches to Devising: Seven Deadly Sins</p> <ul style="list-style-type: none"> How to use advanced drama skills to build a devised performance. 	<p>Approaches to Devising: Social Media</p> <ul style="list-style-type: none"> How to use stimulus and current themes to create a devised performance.
Computing	<p>Networks</p> <ul style="list-style-type: none"> Network protocols and their purpose Network hardware and their functions The internet – how is data transmitted and what do we use it for? 	<p>Programming in Scratch</p> <ul style="list-style-type: none"> Using selection to make decisions within a program Iteration – how to use for loops and while loops to repeat sections of code Introducing lists and different ways we can utilise them. 	<p>Computer Systems</p> <ul style="list-style-type: none"> Identify the core components that make up a computer and how they interact. Introduction of logical expressions and truth tables. The implications of contemporary issues such as AI. 	<p>Developing for the Web</p> <ul style="list-style-type: none"> Introduction to HTML – what is it and how is it used? How we can use tags as the “building blocks” of a website. Introduction to CSS and how we can use it to change the style of a webpage. 	<p>Data Representation</p> <ul style="list-style-type: none"> Pupils look at the history of data representation and how this has led us to binary. How binary can be used to represent letters and numbers. Introduction to units of storage, e.g bits, bytes, megabytes. 	<p>Programming in Python</p> <ul style="list-style-type: none"> Building on the programming in Scratch units, pupils will look at how they can apply these concepts to the textual programming language Python. Introduction to “syntax” as the rules that govern a programming language.
MFL	<p>School Life What is in your bag? / What is in your classroom? / What subjects do you prefer? / What is a French/Spanish school like? / What do you wear at school?</p>		<p>Where did you go on holiday last year? School Holidays / Where did you go? / How? / Where did you visit? / What did you do?</p>		<p>What do you eat + drink? What do they eat in Spanish/French speaking countries? / What do you have for breakfast? / At the market / At the café / At the restaurant</p>	
PSHE	<p>Drugs and Alcohol. Alcohol and drug misuse and pressures relating to drug use</p>	<p>Community and careers. Equality of opportunity in careers and life choices, and diverse types and patterns of work</p>	<p>Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia</p>	<p>Emotional wellbeing Mental health and emotional wellbeing, including body image and coping strategies</p>	<p>Identity and relationships. Gender identity, sexual orientation, consent, ‘sexting’, and an introduction to contraception.</p>	<p>Emotional wellbeing Mental health and emotional wellbeing, including body image and coping strategies</p>
DT	<p>Food Street Food</p> <p>Where does our food come from?</p> <p>The aim is to expand and challenge the student’s palette(taste), introducing them in to a range of cuisines from around the world through practical work and taste tests. To Explore flavour.</p>		<p>Graphics Restaurant Tycoon</p> <p>Does Culture influence design?</p> <p>This project will encourage students to be creative and free to design and make a restaurant of their choosing. From the cuisine to table cloth style, students will get a varied look into all types of Hospitality and cultures in order to create their own restaurant.</p>		<p>Engineering Mo’ money, Mo’ problems</p> <p>How do machines improve our life?</p> <p>Following the industrial revolution, and up to the present day, machines have revolutionised the way in which we live our lives.</p> <p>By researching CAM toys, linkages and other mechanisms we will make a personalised coin sorter with moving parts which will be tested over time.</p>	

Art	<p>STARTER PROJECT : Shape and still life</p> <p>Alice in Wonderland illustration Declarative – Lois Carroll meanings behind visual imagery, body image Procedural – Using line, shape, space, form, tone, pattern, pen, paint</p>		<p>Visual Communication William Morris Declarative (foundations of knowledge): Why William Morris? William Morris was a revolutionary and celebrated textile designer. Students will be able to link gothic shapes and forms studied in art (Alice topic) as well as further their knowledge of design repeats . Students are able to explore how pattern, design and colour can be used in the real world (Interior design and craftsman ship). Illustrated designs explore line, tone, colour, form, shape and pattern. Procedural Knowledge (practical in response to theory) William Morris inspired tile to create patterns using print and dye methods. Looking carefully at composition and how to fill a space to attract the eye Creating own works to show shapes, lines, forms, blended colour and tone.</p>			<p>Using the sub-consciousness (Surrealism) Declarative – Remedios Varo, Salvador Dali, historical contexts, dreams, nightmares Procedural – Using line, shape, form, tone, crayon, pen, paint</p>		
Music	<p>Pop Piano Skills</p> <ul style="list-style-type: none"> • How to perform pop song melodies using the correct hand position • How to perform left hand block chords • How to arrange chords using inversions and perform as a left-hand part • Perform a left and right hand piece using chords and melody 	<p>Pop Song Composition</p> <ul style="list-style-type: none"> • How to recreate a pop song through sequencing • How to compose pop song chord progressions • How to use pop song structures • How to compose a bass line • How to compose a pop song melody 	<ul style="list-style-type: none"> • Ensemble Skills: Levitating • Explore elements of pop guitar, drums, piano and bass • Perform a part within an ensemble on either piano, guitar, bass, ukulele, drums or vocals • Perform a melodic part or accompaniment • How to effectively rehearse both individually and as part of a group 	<p>DAW Sequencing</p> <ul style="list-style-type: none"> • How to use traditional musical score on treble clef to sequence a melody • How to use traditional musical score to sequence a rhythm correctly into MIDI events • How to use traditional musical score on bass clef to sequence a bass line • How to analyse a musical score for structure form and repetition 	<p>DJ Skills</p> <ul style="list-style-type: none"> • How to beat match four tracks • How to tempo match four tracks • How to phrase match four tracks • How to mix from one track to another with a smooth transition • How to add effects to create variations to tracks and transition 	<p>Band Skills: 1980s Riffs</p> <ul style="list-style-type: none"> • How to perform selected riffs from the 1980s on a melodic instrument • How to perform percussive accompaniment to a riff • Perform as a duo or ensemble 		