

Year 8 TERMLY CURRICULUM

| | English Language | English Literature | Mathematics | Science | History | Geography | Modern Foreign Languages |
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| Term 1 | Exploration of Cultural Poetry, covering a wide range of SMSC topics and developing analytical skill | Exploration of Cultural Poetry, covering a wide range of SMSC topics and developing analytical skill | In this term, students find factors and multiples of numbers and use prime factor decomposition to find the highest common factor and lowest common multiple of two numbers. Students review the basics of rounding they covered in the previous academic year and then practice finding estimates for complex calculations by learning how to round to a given number of significant figures. Students also simplify expressions using the laws of indices and then transfer some these skills to our work on standard form. | Introduction to Science: During this term we will re-introduce students to health & safety in a lab. This will prepare us to evaluate demo's and basic experiments which will be able to do in the classroom. Firstly, we will explore Plants and how they reproduce. We will look at fertilisation, germination and growth. We are then going to explore Next, we will explore how our planet is build from its elements. We will explore elements and how the combined to make compounds, making up our atmosphere and lithosphere. Finally, we will explore sound. How sound is made and how we can change the note and the volume. STEAM Skills Focus - Critical Thinking | In term one, we begin studying a unit called 'The Age of Revolutions' which covers the English Civil War, the American Revolution and the French Revolution, with the idea behind this deciding which was the most revolutionary event and why. During term one, taking a chronological approach as ever, we focus on the English Civil War. We cover the following topics: •James I•The Gunpowder Plot•Charles I•Outbreak of the Civil War•Interpretation skills Assessment •The English Civil War | In term 1 year 8 geography students will look at the process of development; how it occurs and the impact that this has on countries if it happens, or if it does not. Students will also learn about the different ways of measuring and classifying development before looking at different strategies used to improve development, and their effectiveness. There is a focus on case studies and examples here, with the end result being a short written assessment based on these examples. | Freetime Activities - Talking about the sports and activities you like to do and don't like to do and why or why not. Describing the weather in the past, present and future tense and talking about which sport or hobby you do depending on the weather. |
| Term 2 | Shakespeare module- The Tempest- developing skills from Year 7, exploring the language and structure of the text. | Shakespeare module- The Tempest- developing skills from Year 7, exploring the language and structure of the text. | Students will complete a second unit of work on algebra, going into greater depth as they learn to expand two or more binomials and are introduced to factorising linear and quadratic expressions. This will provide students another opportunity to review their fluency of arithmetic with negative numbers, further extended by practice of solving equations. Students will already have plotted and interpreted coordinates in the four quadrants but will now investigate the properties of straight-line graphs. Students should be able to not only plot straight-line graphs from a table of values but also have the knowledge to sketch them based on what they will learn about gradients and intercepts. | In this term we will start by looking at breathing and respiration. We will explore how they are different and how to explain them accurately. We will then explore the history of the periodic table and how chemical properties plays an important role in our modern periodic table. Finally, we will explore Energy stores and how different forms of renewable and non-renewable energy. STEAM Skills Focus - Communication | In term two, we continue studying 'The Age of Revolutions'. We discover how intricately linked the American and French Revolutions are. We cover the following topics:•The Trial and Execution of Charles I•The Commonwealth and the Restoration•The Causes of the American Revolution •The Developments and Consequences of the American Revolution •The Causes of the French Revolution •The Developments and Consequences of the French Revolution •What did 'revolution' mean during the Age of Revolutions? •Essay Skills Assessment – Comparison/Significance question | Term 2 for year 8 students sees them develop their understanding how geomorphic processes interact to create distinctive human and physical coastal landscapes that change over time. How do humans manage coastlines and what are the possible impacts of global warming? This topic will build of prior knowledge obtained in year 7 from their rivers topics as a lot of process are shared in both UK environments. | My Town and Local Area - Describing the town where you live and the area around. What is there and isn't there in your area? What will your town be like in the future? What would your ideal town be like? |
| Term 3 | Victorian Gothic fiction as a writing stimulus, exploring creative writing and vocabulary improvement | Reading Victorian Gothic extracts- exploring the contexts behind these texts | Students begin the term finding the area and circumference of circles, providing an opportunity to review rounding to significant figures from earlier in the year. Time is given to review finding the area of 2D shapes from the previous academic year, as this will ensure success for students in finding the surface area and volume of prisms. Students will look at the properties of regular polygons and find the size of interior and exterior angles. Students complete the term by performing transformations of 2D shapes on coordinate grids. | In this term we are going to explore Ecosystems where students will explore how species handle changes to their environment. Next we are going to explore the concept of combustion. We are going to look at the reactants and products of this chemical process and the issues surrounding them. Finally, we are going to explore energy transfers including temperature changes and how we use our power efficiently. STEAM Skills Focus - Problem Solving | In term three, we begin studying a unit called the 'Great Power Struggle' where we consider Slavery and Empire. We take a nuanced approach looking at Mansa Musa and the Malian Empire which was the most advanced empire in the world in the 14th Century. We look how attitudes shift and how Empires form and the issue of slavery. We cover the following topics: •Mansa Musa•Gaining an Empire •Britain in India •Sources Assessment on Britain in India •End of Empire •Legacy of Empire | Term 3 moves on to look at natural hazards with a focus on processes, for example, continental drift and volcano creation. Students will learn about case studies including the Haiti earthquake and Monserrat and Icelandic volcanoes. Students will have the chance to take part in decision making games which enable students to choose different outcomes of scenarios and explain their reasoning behind it. | Where I Live - Describing your house and where you live. Comparing typical houses in the UK and the target country. Descriptions and prepositions. What you do to help around the home and your daily routine. |

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| Term 4 | The Great Gender Debate- Writing to argue, persuade and advise using a range of stimuli. Developing debate skills and written communication | The Great Gender Debate- Writing to argue, persuade and advise using a range of stimuli. Developing debate skills and written communication | Students will recap finding the four averages, allowing them to extend this knowledge to the interpretation of grouped data. They also learn to draw scatter diagrams, determine the type of correlation from the graph and draw lines of best fits in order to interpolate data. They will also explore the limitations of extrapolation of data and review finding gradients by applying this to finding the gradients of lines of best fit. In the second half of the term, students will cover probability in greater depth, identifying differences between theoretical and experimental probabilities. They will also use probability experiments to calculate relative and expected frequency. Students also calculate the probability of combined events and are introduced to set notation with Venn diagrams. | This term we are going to start by explore genetics and evolution. We will look at inherited and environmental variation and how natural selection. Next we will explore at metals and how they behave in different environments. Finally, we will explore two physics topics; light and force fields. This will look at how we see colour and explore the idea of electromagnets and magnetic field around the earth. STEAM Skills Focus - Collaboration | In term four, we continue our study of the 'Great Power Struggle.' This term we take an in-depth investigation into slavery. We cover the following topics: •Origins of the Slave Trade•The Transatlantic Slave Triangle•Life as a Slave•Abolition of Slavery and the Haitian Revolution •Sources Assessment on the arguments for Abolishing Slavery | In term 4 year 8 students will move onto their next human topic of population where they will understand of how population in the world and the UK has changed over time. The big question for this topic is, what has been the impact of such population growth how may this affect the Earth in the future? | Health and Illness - Describing the body, health and fitness, illness and injury. Conversations in a pharmacy or at the doctor's describing symptoms, injuries and treatments. What you should and shouldn't do to keep healthy and in shape. |
| Term 5 | Lord of the Flies- Whole Novel Study- Text used as inspiration for creative writing and debate. | Lord of the Flies- Whole Novel Study- Study of context, characterisation, themes and critical perspectives. | Students will revisit last year's work on percentages but will extend this to calculating percentage change and reverse percentages. Students will delve into financial mathematics as they learn about simple and compound interest and are given a glimpse into how this is used in real life. Students will also spend time working with ratio, reviewing their work on multiples earlier in the year to combine separate ratios. Other topics will include speed, distance & time, exchange rates and conversions. | This term we are going to start by exploring plant adaptations and the issues we have with growing crops to supply food to the world. We will then move on to explore how we can combine different materials to engineer products which have different properties resulting in different uses. We will then re-visit Acids & Alkali's and ensure students are confident in how acids and alkali's react. Finally, we will explore forces in motion. This will look at pressure and turning forces known as moments. STEAM Skills Focus - Creativity | In term five, we move into the 19th century and study a module called 'Progress, Protest and Reform'. This unit is split into two parts where it investigates the effects of the Industrial Revolution whilst also looking at political and social progress surround suffrage and workers rights in 19th century Britain. We cover the following: •Britain in 1750 and the Domestic System •Factories •Coal Mining •Child Labour •Assessment Q on Child Labour •Political protests – Peterloo Case Study •The Great Reform Act•Chartism •Trade Unions | During term 5 students will spend the time focussing on improving their geographical skills including grid references, direction and location of place in a creative and hands on setting. During this term students will look at Corby as a case study for urban areas, planning and developing long term recovery strategies following the decline in the steel industry and the subsequent rejuvenation of the town centre. | Media - Film, TV, Music. Giving opinions with reasons. Listening/watching authentic target language resources. Festivals in target |

Year 8 TERMLY CURRICULUM

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| Term 1 | <p>In Term one students look at the topic of mental health. The topic explores aspects of life that might impact a person's mental health while then giving ways to manage those areas.</p> | <p>E-safety and introduction to python - Student will learn about the importance of staying safe online, how to be safe online and how to be a positive online presence. OAK NATIONAL EQUIVALENT: https://classroom.thenational.academy/units/impact-of-technology-collaborating-online-respectfully-35d0 Introduction to Python – Students will begin learning the Python Programming language. This is the language of choice for the Computer Science department at Corby Technical School and will be an important skill for students to learn for the remainder of KS3 study and beyond. Key concepts learning in previous modules (Small Basic, Kodu and Scratch) will be applied to the Python programming language. Students will evidence their work in order to provide a helpsheet for future modules. OAK NATIONAL EQUIVALENT: https://classroom.thenational.academy/units/intro-to-python-programming-9c22</p> | <p>Timbers - Wooden Box. Students will learn how to design and make a variety of different wood joints, including mitre, dowel and finger joints. They will also learn about different types of wood finish- stains, oils, wax. Students will complete an end of topic theory test on timbers.</p> | <p>Pop Music Through Time - Ukulele Students explore pop music from the 1950s to the 1990s, learning how to play ukuleles along the way! Students are introduced to basic chords and strumming patterns, they are taught to read tablature, and they learn key musical, historical and sociological factors in pop music through time. Oak National: https://classroom.thenational.academy/units/band-musicianship-1-the-four-chord-trick-3b3f</p> | <p>Artist Observation - Leonardo Da Vinci. Students will study the drawings of Leonardo Da Vinci. They will be able to observe elements of Da Vinci's work closely to create pencil drawings showing strong tone and line. Students will be given written and verbal feedback to help them improve their levels.</p> | <p>Football/Rugby/Netball. Students are to lead their own effective warm up's, using correct names of muscle groups and justifying the importance of a warm up and cool down. Students progress onto a complex range of skills such as tackling, defending and attacking. Students are to recognise what strategy is best to use in a situation and give an explanation as to why it was successful/unsuccessful. Students will identify positive areas of performance and an area of weakness and actively seek out advice to in order to improve. Students are pushed to answer questions using sport specific terminology, and a sporting example.</p> | <p>Rotation 1 Design: The aim of this module is to give students an introduction into the main design roles within the theatre industry: set, costume, lighting and sound design. Students will have an opportunity to both analyse the designs of professional productions, and design their own productions.</p> |
| Term 2 | <p>In term 2 students deal with the concept of faith and belief and how this can help structure or define a person's daily life. This topic is about preparing the students for their study of different faiths. This is followed by a citizenship topic, exploring media literacy. In this topic students examine the legitimacy of the news and how bias can affect what is being reported</p> | <p>System Security – Students will learn about the types of attack that are pertinent in the world of Computer Science – making reference to real life attacks that have happened in the recent past. Students will learn about the technical aspects of these attacks and the tools that people/organisations can use to protect against these attacks. Students will also learn about the key legislation surrounding computer security and apply this to the knowledge learned earlier in the module. OAK NATIONAL EQUIVALENT: https://classroom.thenational.academy</p> | <p>Metal - Metal Structures. Students will learn how to create a card scale model from their design idea. Using the model as a guide, it will help in creating their own design from metal using a variety of tools to help e.g. metal scribe, hacksaws and cold form bending to make their hooks. Students will complete an end of topic theory test on metals.</p> | <p>Music Tech - Club Dance Music Students extend their skills on the DAW Garageband. They learn about the process of DJing, as well as having the opportunity to explore the world of synthesised sounds. This unit gives students the opportunity to follow a given structure to compose music in a typical Club Dance style. Oak National: https://classroom.thenational.academy/units/using-technology-musically-edm-1013</p> | <p>Cultural - World War matchbox. The matchbox project asks the students to produce a 3D response to the art work of the Second World War and the Holocaust. This will be a mixed media project using a craft matchbox. Students are given verbal and written feedback to help improve their levels.</p> | <p>Football/Rugby/Netball. Students are to lead their own effective warm up's, using correct names of muscle groups and justifying the importance of a warm up and cool down. Students progress onto a complex range of skills such as tackling, defending and attacking. Students are to recognise what strategy is best to use in a situation and give an explanation as to why it was successful/unsuccessful. Students will identify positive areas of performance and an area of weakness and actively seek out advice to in order to improve. Students are pushed to answer questions using sport specific terminology, and a sporting example.</p> | <p>Rotation 2 Theatre History: This term includes an overview of some of the major dramatic shifts that have taken place throughout Western theatre history – from Greek theatre right through to the present day. This historical understanding is essential for anyone who has an interest in taking part in, and critically evaluating, theatre. During this historical overview, students are introduced to important methods such as mime, improvisation, still-images and many more, which will be invaluable techniques to use in theatre-making going forward.</p> |

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| Term 3 | Students begin their journey of discovery of the Abrahamic religions by studying Judaism. Students will go beyond the main themes and stories and link that to daily practices of the Jewish Community. | Spreadsheets – The spreadsheet module is designed to give students experience of working with data sets and learning the fundamental formulae for the manipulation / organisation of data. We teach spreadsheets as it remains a highly important tool in a number of industries and knowledge of the platform is an expectation in many person specifications in a range of careers. OAK NATIONAL EQUIVALENT: https://classroom.thenational.academy/units/spreadsheets-cc8b | Polymers - Laser cut rulers. Students will learn how to use CAD (2D Design) and CAM (laser cutting). Students will learn the basics of using a laser cutter. They will use CAD to design their ruler and CAM to make it. Students will complete an end of topic theory test on polymers. | West African Drumming: Students learn the traditional techniques for playing the djembe drum. They develop ensemble performance skills, an understanding of more complex rhythmic ideas, and how to read djembe font notation. They also learn to appreciate the context from which the music originated, and some students develop musical leadership skills as djembe fola. Oak National: https://classroom.thenational.academy/units/west-african-music-373e | Artist Observation - Jasper Johns. Jasper Johns is an extension of the Pop Art project, Johns worked within the Pop Art Movement. Students will use a variety of media to work on a Jasper Johns influenced piece. Students are given constant verbal feedback to improve their levels. | Tennis/Trampolining/Fitness. Students further develop the intricate skills needed for individual sport whilst working on their desire to succeed. Students are encouraged to analyse performance and seek ways to improve. Students will further improve their competence with aesthetic skills and routines, incorporating their flexibility and strength. Memory and retention also improves through remembering set routines and break down of skills. Students will be encouraged to try a more complex range of skills such as somersaults and top spin serve. | Rotation 3 Playing with a script: In this module, students look in more detail at the three 'giants' of the theatre world: Stanislavski, Brecht and Artaud. By understanding the influence of these practitioners, students are better able to understand the development of Western theatre, and are equipped with lenses through which to interpret the productions that they see, as well as techniques that they can apply to their own work. The latter part of the term focuses on working in small groups to devise a piece of drama based on a picture, incorporating the key techniques of Stanislavski, Brecht and Artaud. This encourages students to use their imagination, practise making their ideas a reality, and gives them excellent experience of the rehearsal, performance and evaluation process inherent in theatre-making. |
| Term 4 | Following Judaism, it only makes sense that students develop their knowledge on the faiths emerging from the Middle East and look at Christianity. In this topic the parables told by Jesus will be used to evaluate the core beliefs and values of Christians. The next Citizenship topic gets students looking at pressure groups and the role they play in a US context while comparing that to the UK. | Python Programming Part 2 – Text Adventure Game - Students will use the computational thinking and problem solving skills they have learned over the course of the KS3 curriculum and apply this to using the Python programming language to create their own software. Students will learn the fundamental features of programming (variables, conditionals, iteration) through the creating of a text adventure game. This module will also introduce the importance of program efficiency through the creation of subroutines. OAK NATIONAL EQUIVALENT: https://classroom.thenational.academy/units/data-science-290f | Papers/ Boards - Scene in a box. Students will develop their design skills and knowledge of perspective. They will develop their skills of using colour and shade to enhance their designs. They will make 2D nets to form their 3D object and will have to think about where they want certain details of their design on the net. Students will complete an end of topic theory test on papers and boards. | Cultural - Gargoyles & Green Men. Gargoyles and Green Men a drawing project that will focus on tone, proportion, highlight and shape to build a confident artist. Students are given constant verbal feedback to improve their levels. | Athletics/Badminton/Ultimate Frisbee. Students will further learn about skill efficiency and executing skills consistently with the same result. Students will learn how best to utilize new skill concepts and discuss which scenarios best suit them. Students will continue to work together to achieve a common goal and identify new tactics and solutions to increase chances of success. | | |
| Term 5 | Term 5 gets students looking at the final Abrahamic religion, Islam. The theme of this topic is to broaden student's understanding of an often misunderstood faith dealing with misconceptions and looking at the connections between all three faiths. The final Citizenship topic of the year looks at milestones in suffrage and rights in contexts including rights of the LGBTQ+ community. | Binary and Data Representation – Students will learn how numbers are represented in Binary and its relevance in Computer Systems. They will learn about Logic Circuits and their uses in circuits and programming. OAK NATIONAL EQUIVALENT: https://classroom.thenational.academy/units/representations-from-clay-to-silicon-274a | Food & Nutrition - Theory/ Practical's. The students will be learning about food safety, food nutrition and health, food provenance, food choices and food science. They will also have food practical's through the term to support the theory. Students will complete an end of topic theory test on food & nutrition. | Cultural - Skills building. Students will continue to experiment with a variety of mediums and will use their previous knowledge to refine their techniques through a project based on coastal areas. E.g. Seashells and sea creatures. Students are given constant verbal and written feedback to improve their levels. | Rounders/Cricket/Softball. Students will begin to develop tactical knowledge in order to increase chances of scoring. Students will look at ball placement and back-handed hits to outwit fielders and increase opportunities to score. Students will be encouraged to discuss ideas and solutions within their teams to improve collaboration and active listening. | | |