

Year 8 Termly Curriculum																
		English	Mathematics	Combined Science	Art	Computing/ Computer Science	Drama	DT	Engineering	Food & Nutrition	Geography	History	Physical Education	RE	MFL	MUSIC
Year 8	Term 1	<p>In term one, students explore cultural poetry. Students will read and respond to poems from a range of different cultures. They will explore the language, form and structure used by a writer to create meaning and impact on the reader. The social, political, and historical contexts for each poem will be included to ensure students have a good understanding of the writer's intentions. Within this unit, students will develop their understanding of how culture impacts identity and will link to British identity and values. They will develop speaking, social and listening skills by appreciating and engaging with diverse viewpoints and learning about oneself, others and using imagination and creativity, exploring identity.</p>	<p>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.</p>	<p>During this term we will re-visit 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 Breathing and Respiration. We will look at how they are different and how explain them accurately. We are then going to 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 different stores of renewable and non-renewable energy.</p>	<p>Art Movement - Futurism. Students will research and learn about the Art Movement "Futurism". This will involve using complementary colour and line to show movement and speed. Students are given written and verbal feedback to help them improve their levels.</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.</p> <p>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>		<p>Wooden Storage</p> <p>Students will learn how to design and make a variety of different wood joints, including mitre, dowel and finger joints.</p> <p>They will also learn about different types of wood finish- stains, oils, wax.</p> <p>Students will complete an end of topic theory test on timbers.</p>	<p>Thor Hammer</p> <p>Students will learn how to connect metal together amongst learning about the properties and characteristics of metal.</p> <p>The project allows students to experience engineering machines such as centre lathes and milling machines.</p> <p>Students will complete an end of topic theory test on metals.</p>	<p>Food & Nutrition - Theory/ Practicals.</p> <p>The students will be learning about food safety, food nutrition and health, food provenance, food choices and food science. They will also have food practicals through the term to support the theory.</p> <p>Students will complete an end of topic theory test on food & nutrition.</p>	<p>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 result being a short-written assessment based on these examples.</p>	<p>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:</p> <ul style="list-style-type: none">•James I•The Gunpowder Plot•Charles I•Outbreak of the Civil War•Interpretation skills Assessment•The English Civil War	<p>Football/Rugby/Netball. Students are to lead their own effective warm ups, 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.</p>	<p>Islam</p> <p>Islam as a living religion: How do key beliefs and teachings influence Muslims worldwide.</p>	<p>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.</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.</p>
	Term 2	<p>In term two, students explore the novel Face by Benjamin Zephaniah. Student will read, respond, and develop a critical response to the text. They will build on their analytical writing skills using textual references and quotations to illustrate their understanding. The social and historical contexts of the writer will be included to ensure students understand the relationship between the text and the contexts in which they were written. Within this unit, students will develop their understanding of themes such as diversity and multiculturalism in the novel.</p>	<p>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 factoring 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.</p>	<p>Firstly, we will explore Plants and how they reproduce. We will look at fertilisation, germination and growth. 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 light and how we see colour.</p>	<p>Da Vinci. Students will study the drawing of Leonardo DaVinci, they will observe the drawings 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>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.</p>	DT, Engineering and Food work on a rotational basis at KS3. Students study each subject for a third of the year to ensure they get the opportunity to explore all specimens in purpose built classrooms. The schemes of learning are listed below but the sequence will vary.				<p>Term 2 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 volcano. Students will have the chance to take part in decision making games which enable them to choose different outcomes of scenarios and explain their reasoning behind it.</p>	<p>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:</p> <ul style="list-style-type: none">•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	<p>Football/Rugby/Netball. Students are to lead their own effective warm ups, 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.</p>	<p>Hinduism</p> <p>How do Hindus overcome complexities in religion to create a worldview?</p>	<p>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?</p>	<p>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.</p>
	Term 3	<p>In term three, students explore The Tempest by William Shakespeare. Within this unit, students will read the whole of the 17th century play and will build on their prior knowledge of William Shakespeare from year 7. Students will build on their previous knowledge of the social, cultural, and historical context of Shakespeare's England from the previous year. This gives them the ability to understand the relationships between texts and the contexts in which they were written. When The Tempest was written and first performed, both Shakespeare and his audiences would have been fascinated by English and European settlers that colonise other areas around the globe. The play explores the complicated and challenging relationship between the European coloniser and the native colonised people.</p>	<p>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.</p>	<p>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. Next we will explore finding the area and how they behave in different environments. Finally, we will explore force fields, this will explore the idea of electromagnets and magnetic field around the earth.</p>	<p>Art Movement - Cubism. Students experiment with different art media and collage. Students will study Picasso and the Art Movement "Cubism" to be able to complete a Cubist composition. They are given constant verbal feedback to improve their levels.</p>	<p>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 the knowledge of the platform is an expectation in many person specifications in a range of careers.</p>	<p>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>	Term 3 sees year 8 exploring the wonder of different ecosystems from around the world . They will immerse themselves in tropical rainforests and look at how the physical environment interacts, and the impacts humans are having on different ecosystems.				<p>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 also have an attitude to the Empires form and the issue of slavery. We cover the following topics:</p> <ul style="list-style-type: none">•Mansa Musa•Gaining an Empire•Britain in India•Sources Assessment on Britain in India•End of Empire•Legacy of Empire	<p>Tennis/Taekwondo/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 competences 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 someballs and top spin serve.</p>	<p>Hinduism</p> <p>How do Hindus overcome complexities in religion to create a worldview?</p>	<p>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.</p>	<p>Musical Theatre Students develop their expressive vocal skills, learning songs from the Musical Theatre tradition and exploring how different songs are crafted to convey narrative and emotion.</p>
	Term 4	<p>In term four, students explore a range of Victorian Gothic fiction. Students will read, respond, critically analyse, and develop an informed personal response to the extracts they study. The unit will initially focus on the origins of Gothic Literature, Romanticism and links with Science and Evolution. Students will explore a range of well-known texts and extracts such as Frankenstein by Mary Shelley and Bram Stoker's Dracula. Within this unit, students will develop their writing skills as they learn the conventions of Gothic Literature and apply them to their own responses.</p>	<p>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. This will culminate in a statistical investigation project involving bivariate data. 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.</p>	<p>Firstly, we will explore unicellular organisms. This will include a variety of examples including bacteria, and protoctists and look at a case study of the black death. Secondly, we will explore reactivity, looking at different types of explosions and reactivity series and displacement reactions. Finally we will explore fluids. This will include recapping changing states, pressures in fluids and linking it to humans at extreme conditions.</p>	<p>Art Movement - Pop Art Shoes. Students look at elements of the Pop Art Movement, they will draw from primary and secondary source material to produce a response using the formal elements of colour shape and pattern.</p>	<p>Python Programming Part 2 – - 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 a python project. This module will also introduce the importance of program efficiency through the creation of subroutines.</p>	<p>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.</p>	Term 4 in term 4 year 8 students will move onto their next topic where they will spend the term focusing on the continent of South America . They will apply what they have learnt in previous topics such as population and ecosystems while also gaining an appreciation for the mix of cultures and features of such a diverse continent.				<p>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:</p> <ul style="list-style-type: none">•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	<p>Athletics/Badminton/Ulimate 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.</p>	<p>Buddhism</p> <p>What is the true meaning of Buddhism?</p>	<p>Health and illness - Describing the body, health and fitness, illness and injury. Conversations in a pharmacy or at the doctor's describe symptoms, injuries and treatments. What you should and shouldn't do to keep healthy and in shape.</p>	<p>Reggae Within this unit, triads, off beat rhythms and syncopated basslines are combined together whilst discovering the social and cultural background to this genre. Students will apply performance skills on the ukulele as well as composing using garage band.</p>
	Term 5	<p>In term five, students explore a range of non-fiction texts alongside an autobiography, "I am Malala." Using the key text and accompanying non-fiction extracts, students explore representations of gender. Students will build on their debate skills and writing to argue, persuade and advise. They will focus on forming opinions and developing their analytical writing skills with an emphasis on the ability to compare, write summaries and forming thesis statements. Students will investigate the conventions of non-fiction sources and media texts such as advertisements. Within this unit, students will develop their understanding of how gender is presented in contemporary and historical contexts and will link to identity and values. Students develop an understanding of the importance of identifying and combatting discrimination.</p>	<p>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.</p>	<p>This term we are going to start by explore genetics and evolution. We will look at inherited and environmental variation and natural selection. We will then move on to explore how we can combine different materials to engineer products which have different properties resulting in different uses. Finally, we will explore forces in motion. This will look at pressure and turning forces known as moments.</p>	<p>Art Movement - Pop Art Shoes Continued. Students look at elements of the Pop Art Movement, they will draw from primary and secondary source material to produce a response using the formal elements of colour shape and pattern. They will look at GCSE standards for mounting, annotations and presentation. With the expectations of producing a large final piece.</p>	<p>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.</p>	During term 5 students 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 processes are shared in both UK environments. This topic should also see them completing fieldwork to apply the theory they have learnt to a real situation.				<p>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:</p> <ul style="list-style-type: none">•Britain in 1750 and The Domestic System•Factories•Coal Mining•Child Labour•Assessments Q on Child Labour•Political protests – Peterloo Case Study•The Great Reform Act•Chartism•Trade Unions	<p>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.</p>	<p>Sikhism</p> <p>How do Sikhs show the oneness of humanity?</p>	<p>Media - Film, TV, Music. Giving opinions with reasons. Listening/watching authentic target language resources. Festivals in target language countries.</p>	<p>Musical Tech - Club Dance Music Students extend their skills on the DAW Garageband. They learn about the process of DIng, 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.</p>	