Year 8

Curriculum Maps

Curriculum Map

Subject: Art, Design & Technology

Year Group: 8

	Autumn Term	Spring Term	Summer Term
Content **Art** *1 lesson a week*	Students are introduced to the abstract cubist movement with links to traditional artists such as Picasso. Students explore the abstract concept and composition using portraiture as a starting point.	Students explore the culture of New Zealand and the significant importance of Maori Art. Students create a range of pattern designs based upon tradition Ta Moko symbols before applying to a three dimensional surface.	Students are introduced to the iconic pop art movement and the artists associated with its popularity. Using bright colours, harsh outlines and popular culture, students create a range of outcomes in response.
Content **Technology Rotations** *1 lesson a week for 12 weeks*	**Food:** The exploration of healthy eating through food substitutions for salt, fat, fibre and sugar. Students prepare a selection of dishes that explore healthy alternatives as per the eat well guide. **Ceramics:** The manipulation of clay to explore the formal elements through sculptural design whilst looking at the importance of Claymation in the creative industry and the use of ceramic materials in everyday life **Textiles:** The exploration of textile surfaces through traditional textile techniques such as tie dye, fabric printing and heat transfer. Students respond to the artist Michel Keck to create a mixed media textile outcome		
Key Questions	How do the use of the formal elements connect between each of the subject disciplines? And why are they important? What is a design brief and how does this work in the creative industry? How have particular artists, designers and craftsmen inspired the art world through their use of medium?		
Assessment	Students receive teacher feedback as per the marking policy, providing opportunity to reflect and refine as their work progresses Opportunities for self and peer assessment against success criteria provide visual clarity and understanding and allow students to address misconceptions. Work is further assessed at Progress Update points in which the sketchbook/ booklet is reviewed to date, providing students with a current working grade on all mediums and techniques explored.		

Subject: IT & COMPUTING

Time Period	Autumn Term	Spring Term	Summer Term
Content	Students will cover 2 units of work: **Unit 1 Digital Animation –** In this unit, students will explore the applications and features of digital animation products. Using different scenarios, students will learn the digital skills needed to create two types of digital animation; Stopframe and Keyframe animation. This is achieved using a graphics software package. **Unit 2 Databases –** This unit introduces students to the idea that organisations hold data on people and items. Students will build a 'Superhero' database and manipulate it to access new information. Some students will go on to think about how a database can be designed for a specific audience and purpose, considering both the way it looks and how it functions.	**Unit 3 Python Programming –** Students will learn fundamental programming concepts, using a text – based programming language called Python. Students will develop their Python programming skills each week by creating different programs in the form of games and interactive systems. Students will use their previous knowledge from Scratch and the BBC Micro:bits as a base for their programming development.	**Unit 4 Website Development and Network Communications –** Students will design and create a website for a new up-and-coming band of their own choice. The website will meet requirements to make sure fans can keep up to date with all the latest news, listen to music, watch videos and book tickets for gigs. Students will focus on understanding and applying good website design rules, using web development software Serif Web Plus. They will learn about the use of e-commerce using real world examples, and how websites are designed to meet to needs of different audiences and purposes. Students will also explore Networks and Cyber security to understand how the internet is structured, the different threats to networks and understanding fake news online.
Skills	Students will develop the skills that allow them to create their own digital animations using a graphics software package. They will learn to use different digital tools create their own graphics. Students will learn how to plan and design their animations using storyboards. Students will learn the skills to design, create	Students will be able to create different programs using the programming techniques learnt each week. They will develop the skills to follow coding instructions and the ability to create their own programs. Students will be able to apply many different programming techniques within a program to mimic a	Students will develop skills that will allow them to create their own website using a web development software package. They will learn to use different digital tools to add interactive features and to create their own graphics to go on to their webpages. Students will learn how to plan and design their website using storyboards and sitemaps.

		real world problem.	
	and update a database using a database software package. Students will be able to apply queries to search for data in a database based on different criteria.		
Key Questions	What is an Animation? What are examples of real world animations? What different types of animations are used? What is the difference between Stopframe and Key Frame animation? What is a Storyboard used for? What is a Database? What information do companies and organisations hold on us in a database? What are the features/layout of a database? What are data types? What is the purpose of a Form and a Report? How do we use Queries?	What are the similarities between block based programming (Scratch) and text based programming (Python)? What are the fundamental programming concepts? – Sequence, Selection, Iteration. What are the different Data types? What is a Variable? Why do programmers use comments in their code? What is a Syntax Error? Why is it important to test our programs?	What makes an effective website? What are the key features of a website? Compare two or more website layouts focusing on both pros and cons. What is a Master page? What is meant by target audience and purpose? What is a network? What is Encryption? What is Malware? How can you tell what fake news is online?
Assessment week and content	**Unit 1 Digital Animation – wb 16/10** **Unit 2 Databases – wb 11/12**	**Unit 3 Python Programming – wb 18/03**	**Unit 4 Website Development and Network Communications – wb 08/07**

Subject: DRAMA

Time Period	Autumn Term	Spring Term	Summer Term
Content	Introduction to Drama – understanding the key and basic skills behind a drama performance Theatre Roles – Looking at behind the scenes as well as what's on stage	Teenage Runaways – Beginning to implement their knowledge and looking at how to create sympathy for your audience Comedy – Looking at different forms of Comedy and where it originates from in gaining confidence to perform this	Rosa Parks – exploring segregation and black history and understanding the importance of portraying it correctly to evoke a response in today's society Devising Project – exploring devising to a great length and a mini mock of GCSE component 1

Skills	- Freeze frames - Abstract freeze frames - Gait - Posture - Eye contact - Body language - Tone - Pause - Accent - Pitch - Pace - Design - Direction - Script writing	- communication and cooperation - Hot seating - Marking the moment - Flash back - Monologues - Duologues	- communication and cooperation - Hot seating - Marking the moment - Flash back - Monologues - Duologues - Style - Genre - Physical theatre
Key Questions	What are the main physical skills to use in drama? What are the main vocal skills to use in drama? What is the difference between a freeze frame and an abstract freeze frame? Who writes the plays in drama? What is the role of the designer? What can a costume designer communicate to their audience?	What is a monologue? What is a duologue? What is the difference between the layout of a script vs a novel? What is the difference between a soliloquy and spoken thought? How can we physically highlight an important moment in the play to an audience member? How can we physically show a flashback on stage? What is a spoken thought?	What were the bus boycotts? Who is Rosa Parks? Who is martin Luther Kind JR? What is segregation? What is stimuli? How can we use a stimuli? How can we create work/characters from games?

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		What is hot seating? Where and why do we use hot seating in drama? How does the music make us feel? Does it add a particular atmosphere or mood? What is commedia Di'latte? When are where did comedy originate? What is slapstick comedy and how did it get its name? What is dark humour? What is a stand-up comic?	
Assessment week and content	Last week before October Half term – to create a physical 'Dummies Guide to Drama' to teach an alien the basics of performing Two weeks before Christmas break – to **either** write a short play, design costume for a character within the short play or perform in the play – the choice of this will be dictated by the teacher and there will be other opportunities throughout the year to fulfil these roles	Last week before February half term– Create a Comedy variety show Last week before Easter Holidays – End of term assessment	Week before May half term – Perform a monologue/speech on discrimination Last week before End of term – 3 – 5 minute devised performance based off of a stimulus

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Subject: ENGLISH

Time Period	Autumn Term	Spring Term	Summer Term
Content	'A Christmas Carol' by Charles Dickens Gothic and the Uncanny	Travel Writing Finding Your Voice in Poetry	Voices of the First World War 'Journey's End' by R.C. Sherriff
Skills	Analysis of a text, including selecting of evidence, inference and use of context. Planning, structuring and writing a narrative. Writing to create a particular effect.	Identification of non-fiction conventions, and how they are used. How rhetoric can be used as a persuasive tool. Writing creatively in a particular form (poetry). Presenting to an audience in an engaging way.	Writing creatively, using non-fiction texts and images as a stimulus. Writing to express an opinion. Debating skills. Identification of dramatic techniques and their effect in a play.
Key Questions	How did Dickens' upbringing affect his writing in *A Christmas Carol*? How does Scrooge change during the novella? How was the 19th an unequal society? What is the gothic genre, and how has it developed over time? How does the gothic genre reflect contemporary fears? How might a modern gothic text differ from one written in the 19th century?	How does travel writing use rhetoric? What are the different ways in which rhetoric can be used? How has poetry been used as a vehicle for social change? What issues are important to me as an individual? How can I use poetry to express my opinion? What makes an effective poetry reading?	How were different people affected by the First World War? What impact did the First World War have on the men fighting in it? How did perspectives on the First World War change during the conflict? How is the character of Captain Stanhope presented in the play? How does *Journey's End* reflect the author's personal experiences of war? How is stagecraft used in *Journey's End*?

Assessment week and content	'A Christmas Carol': Pupils write an essay, exploring how Scrooge is presented as a villain at the start of the book.	Travel Writing: pupils write an essay, analysing how a writer uses persuasive language in a text,	End of year exam: pupils are assessed on the knowledge and skills they have learned since the start of Year 8.
	Gothic and the Uncanny: Pupils write creatively in a gothic style.	Finding Your Voice in Poetry: pupils write a poem on a subject they feel passionately about, and then read it to the class.	Journey's End: pupils write a speech giving their opinion on the statement 'Captain Stanhope is not a good example of an officer.'

Subject: FRENCH

Time period	Autumn Term	Spring Term	Summer term
Content	Students will be consolidating and building upon the year 7 content. Students will follow a programme based on the NCELP principles of Grammar, Phonics and Vocabulary in various contexts. The autumn term will cover: - Classroom language - Jobs - Celebrations and festivals	Students will follow a programme of studies based on the NCELP principles of Grammar, Phonics and Vocabulary in various contexts. The Spring term will cover: - Daily routine - School - Describing a trip	Students will follow a programme based on the NCELP principles of Grammar, Phonics and Vocabulary in various contexts. The summer term will cover: - Free time interests and activities - Holidays Students will also undertake a cultural project involving the study of a French film.
Skills	Grammar: - Present tense singular and plural forms for selected verbs - Formation of feminine nouns for jobs - Question words and question formation - Possessive adjectives Phonics will continue to develop	Grammar: - Countable and uncountable nouns - Partitive article with food - Introduction to perfect tense with "er" verbs only. Phonics will continue to develop knowledge of SSC as well as revising previously seen phonics.	Grammar: - Adjectives / adjective agreement - Making comparisons using adjectives and adverbs - Use of the superlative - Develop use of the perfect tense Phonics will continue to develop knowledge of SSC as well as revising

	knowledge of SSC as well as revisiting year 7 phonics Vocabulary will be based around the contexts studied as well as high frequency vocabulary, new in year 8 and also revisited from year 7	Vocabulary will be based around the contexts studied as well as high frequency words, relevant to all contexts.	previously seen phonics. Students will read aloud and practise speaking. Vocabulary will be based around the contexts studied as well as high frequency words relevant to all contexts.
Key Questions			
Assessment	End of unit assessments covering the following skills: speaking, listening, reading, writing and grammar	End of unit assessments covering the following skills: reading, writing and grammar	End of year exam – reading, grammar, listening End of unit assessment – piece of extended writing.

Subject: GEOGRAPHY

Time Period	Autumn Term	Spring Term	Summer Term
Content	**Globalisation and Superpowers:** Students will learn about the big idea of globalisation by exploring their own connections to the rest of the world, investigating the fashion industry and looking at what countries are superpowers. **Oceans:** Students will investigate the importance of ocean, how humans interact with them and the threats they face, before looking at the idea of a global commons and contested oceans around the world.	**Sustainability and Climate Change:** Students will investigate the threats to the environment, looking at two main key themes of biodiversity and climate change and how these big problems can be managed. **Development:** Students will look at how the world's wealth is shared and what impacts people's quality of life, before looking at if it is possible to escape poverty through trade or other means.	**Africa:** Pupils will study the continent of Africa in the context of Human and Physical Geography, including: • Africa's location and climate and ecosystems • Africa's population • Africa's links with the rest of the world By the end of the topic pupils will be able to describe the different regions of Africa and the climates, describe the population distribution in Africa and will be beginning to evaluate the role of China in Africa.
Skills	• Describing, explaining, evaluating, predicting	• Describing, explaining, evaluating, predicting	• Analysis • Summarising

	- Using an atlas - Interpreting data - Reading and comprehension	- Using an atlas - Interpreting data and discussion - Reading and comprehension - Problem solving	- Evaluation - Describe - Explain
Key Questions	- What are my global connections? - Is globalisation a good thing? - Why are the oceans important? - What does the future hold for our oceans?	- What are the biggest threats facing our planet? - How can these threats be managed? - Why is the world so unequal? - How can we improve the quality of life for some people?	- Is Africa blessed or cursed by its geography? - What are the different biomes like in Africa? - How are animals adapted to live in Africa? - How are China and Africa connected?
Assessment week and content	**Formal assessment:** - Clothing analysis - Globalisation test - Great pacific garbage patch questions - Infographic poster on ocean importance **Informal assessment**: Exam style questions and recall tests will take place throughout the term in line with marking policy expectations.	**Formal assessment:** - Fieldwork on biodiversity - Class presentation on who is responsible for solving climate change - Paragraph on factors that limit development - Pre-release end of year test on development of tropical rainforests in Peru **Informal assessment**: Exam style questions and recall tests will take place throughout the term in line with marking policy expectations.	**Formal assessment:** - Infographic on threats to the Sahel region of Africa **Content:** - Tourism and Africa leaflet or poster - Africa development essay **Informal assessment**: Exam style questions and recall tests will take place throughout the term in line with marking policy expectations.

Subject: HISTORY

	Autumn Term	Spring Term	Summer Term
Content and Key Questions (Delivery of the course may vary depending on timetabling and staff)	**Britain 1509-1745: The Tudors** - Who were the Tudor Monarchs? - How did religion change throughout the Tudor period? - What was life like in Tudor times? **Britain 1509-1745: The Stuarts and the English Civil War** - Who were the Stuart Monarchs? - What was the English Civil War? - Who was Oliver Cromwell? - What was life like during the reign of the Stuarts and the Civil War?	**Britain 1509-1745: Change in London** - How did London change when Charles II became king? **Britain 1745-1901: Industrial Revolution and Victorian Society** - What were the key changes to life in Britain during this time? - How did new technology impact work, travel and our quality of life? - What other changes took place in society? - How did the population of Britain change during this time?	**Britain 1745-1901: Imperialism and Slavery and the British in India** - Why did Britain want an Empire? - How did Britain get an Empire? - What was the slave trade? - How were slaves transported to America? - What was life like for a slave? - How was slavery abolished? **Wider World 1901-Present: The Civil Rights Movement** - How did Black Americans continued to be discriminated against during the twentieth century? - How did Black Americans campaign for equality?
Skills - History Disciplinary Concepts	- Cause and consequence - Change and continuity - Significance - Sources and evidence - Interpretations	- Cause and consequence - Change and continuity - Similarity and difference - Sources and evidence	- Cause and consequence - Change and continuity
Assessment and content	**- Tudor Monarch Story Book** **- Was Oliver Cromwell a hero or a villain?** **- Witchcraft assessment on source utility.**	**- Letter to MP about Child Labour conditions.** **- Sources of evidence on Factory conditions in Industrial Britain.**	**- Olaudah Equiano research on life and achievements.** **- End of Year Test - Crime and Punishment**

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Subject: MATHS, set 1

Time Period	Autumn Term	Spring Term	Summer Term
Content	- Factors, Multiples, Powers and Roots and Negative Numbers - Parallel Lines, Transformations and Constructions - Probability - Algebraic Expressions and Laws of Indices - Percentages (use of multipliers) - Area and Volume - Numbers in Standard Form	- Linear and non-Linear Graphs - Use of Ratios to compare length, area and volume - Ratios in real life - Interpreting Data - Fractions and Decimals - Direct and Inverse Proportion - Circles - Congruent shapes - Revision of key topics from Autumn Term	- Equations and formulae - Comparing data - Revision of key topics from Spring Term
Skills	**Number** multiply and divide negative numbers, HCF and LCM, powers and roots, prime factors calculate percentages, calculate the value after a percentage increase/decrease using a multiplier, calculate the percentage change powers of 10, rounding to the asked number of significant figures, standard form with large numbers, multiplying with numbers in standard form **Algebra** algebraic notation (complex expressions), collect like terms, expand brackets, form algebraic expressions, apply laws of indices to simplify expressions, introduction to factorisation **Geometry**	**Number** add, subtract, multiply and divide fractions, multiply fractions and integers, divide fractions by integers and integers by fractions, strategies to perform multiplication and division involving decimals efficiently **Algebra** graphs from linear equations, gradient of a straight line, graphs from quadratic equations, real-life graphs **Statistics** interpret graphs and diagrams, relative sized pie charts, read and create scatter graphs **Ratio and Proportion** enlargements using fractional scale factors, use ratios to compare lengths, areas and volumes of 2D and 3D shapes, ratios in maps and scale drawings	**Algebra** solve equations with brackets, equations with variables on both sides, solve more complex equations, rearrange equations and formulae **Statistics** create grouped frequency tables from raw data, interpret/draw frequency diagrams from grouped frequency tables, compare data from two sources, recognise when a statistical chart may be misleading

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	angles in parallel lines, geometric properties of quadrilaterals, translations, enlargements, compass and ruler constructions <mark>conversion between metric units for area & volume, surface area of prisms, volume of prisms</mark> **Probability** mutually exclusive and exhaustive events, sample space diagrams, theoretical and experimental probability	direct proportion, represent direct proportion algebraically and graphically, inverse proportion, understand the difference between direct and inverse proportion **Geometry** parts of a circle, calculate the circumference and area of circles using a formula recognise congruent shapes, solve geometrical problems using congruent triangles	
Assessment week and content	**w/c 11.11.24** All of the above, **except** content highlighted in green	**w/c 03.02.25** Content highlighted in green in Spring Term and Autumn Term	**w/c 05.05.25** All the content covered over the year

Subject: MATHS, set 2

Time Period	Autumn Term	Spring Term	Summer Term
Content	• Factors, Multiples, Powers and Roots and Negative Numbers • Parallel Lines, Transformations and Constructions • Probability • Algebraic Expressions and Laws of Indices • Percentages (use of multipliers) • Area and Volume • Standard Form	• Linear and Non-Linear Graphs • Interpreting data • Congruence and Scaling • Ratios in real life • Fractions and Decimals • Direct and Inverse Proportion • Circles • Sequences • Revision of key topics from Autumn Term	• Equations and formulae • Comparing data • Revision of key topics from Spring Term
Skills	**Number** multiply and divide negative numbers, HCF and LCM, powers and roots, prime factors	**Number** add, subtract, multiply and divide fractions, multiply fractions and integers, divide fractions	**Algebra** solve equations with brackets, equations with variables on both sides,

	calculate percentages, calculate the value after a percentage increase/decrease using a multiplier, calculate the percentage change ==powers of 10, round to the asked number of significant figures, standard form with large numbers, multiplying with numbers in standard form== **Algebra** algebraic notation (complex expressions), collect like terms, expand brackets, form algebraic expressions, apply laws of indices to simplify expressions, introduction to factorisation **Geometry** angles in parallel lines, properties of quadrilaterals, rotations, translations, compass and ruler constructions ==area of triangles, area of parallelograms, area of trapeziums, surface area of cubes & cuboids== **Probability** probability scales, mutually exclusive outcomes, use sample space diagrams to calculate probabilities, experimental probability	by integers and integers by fractions, strategies to perform multiplication and division involving decimals efficiently **Algebra** ==graphs from linear equations, gradient of a straight line, graphs from simple quadratic equations, real-life graphs== use flow diagrams to generate sequences, nth term of linear sequences, the Fibonacci sequence **Ratio and Proportion** direct proportion, representing direct proportion algebraically and graphically, inverse proportion, understand the difference between direct and inverse proportion **Geometry** ==congruent shapes, enlargements, use ratios to compare lengths, areas and volumes of 2D and 3D shapes, ratios in maps and scale drawings== the circle and its parts, calculate the circumference and area of circles using a formula **Statistics** pie charts, scatter graphs and correlation, construct grouped frequency tables	solve more complex equations, rearrange equations and formulae **Statistics** create grouped frequency tables from raw data, interpret/draw frequency diagrams from grouped frequency tables, use mean and range to compare data from two sources, understand when each different type of average is most useful
Assessment week and content	**w/c 11.11.24** All of the above, **except** content highlighted in green	**w/c 03.02.25** Content highlighted in green in Autumn Term and Spring Term	**w/c 05.05.25** All the content covered over the year

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Subject: MATHS, set 3

Time Period	Autumn Term	Spring Term	Summer Term
Content	- Factors, Multiples, Powers and Roots and Negative Numbers - Parallel Lines, Transformations and Constructions - Probability - Algebraic Expressions and Laws of Indices - Percentages - Area and Volume - Standard Form	- Linear and Non-Linear Graphs - Interpreting data - Congruence and Scaling - Fractions and Decimals - Direct and Inverse Proportion - Circles - Sequences - Revision of key topics from Autumn Term	- Equations and formulae - Comparing data - Revision of key topics from Spring Term
Skills	**Number** add, subtract, multiply and divide negatives, HCF and LCM, squares, cubes and roots, prime factors calculate percentages, calculate the value after a percentage increase/decrease, calculate the percentage change powers of 10, round large numbers to the asked degree of accuracy, rounding to the asked number of significant figures, use rounding estimate answers, problem-solving with decimals **Algebra** algebraic notation, simplify expressions by collecting like terms and multiplying terms, expand brackets, use algebra in Shape, use index notation **Geometry** identify parallel and perpendicular lines, angles	**Number** adding, subtracting, multiplying and dividing with fractions and integers, multiplication and division involving powers of 10 **Algebra** graphs from linear rules/equations, graphs from simple quadratic equations, distance-time graphs use flow diagrams to generate sequences, nth term of sequences, the Fibonacci sequence **Ratio and Proportion** direct proportion, represent direct proportion algebraically and graphically, inverse proportion, understand the difference between direct and inverse proportion **Geometry** recognise congruent shapes, use ratios to compare lengths and areas of 2D shapes, understand and use scale diagrams	**Algebra** solve one-step and two=step equations in one variable, solve more complex equations involving brackets and fractions, substitution into expressions and formulae **Statistics** create grouped frequency tables from raw data, draw a diagram from a frequency table, understand and calculate the mean average of a data set, use the mean and range to compare data from two sources, understand when each different type of average is most useful

	in triangles and quadrilaterals, translate and rotate 2D shapes area of rectangles and compound shapes made from rectangles, area of triangles, area of parallelograms **Probability** probability scales, fair and biased events, sample space diagrams for mixed events, experimental probability	the circle and its parts, work out the circumference of circles using a formula **Statistics** Interpret data from charts and tables, draw pie charts, interpret pie charts, read scatter graphs	
Assessment week and content	**w/c 11.11.24** All of the above, **except** content highlighted in green	**w/c 03.02.25** Content highlighted in green in Autumn Term and Spring Term	**w/c 05.05.25** All the content covered over the year

Subject: MUSIC

Time Period	Autumn Term 1	Autumn Term 2	Spring Term 1
Content	The Blues • Improvisation • Ensemble Blues performance of the 12 bar blues • The historical context of The Blues • Chords in inversion	Major/Minor • To gain an understanding of major and minor keys, the difference between them and their role in Western Classical music. • To know the triads in major and minor keys and how to construct them. • To be able to identify individual instruments and instrumental	Reggae: One Love • To understand the importance of pulse in Reggae. • To understand the religious significance of Rastafarianism. • To understand the structure of Reggae. • To gain an understanding of context; occasions for which reggae was composed, instruments used. • To be able to identify individual instruments.

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		ensembles in Western Classical music. • To be able to construct a melody from the notes of given triads.	• To understand the context and meaning of lyrics.
Skills	• Understand and use improvisation • Know the 12 bar blues sequence • Play chords using good technique • Use the sequence to create a performance • Develop performance skills on an instrument of their choice • Develop ensemble performance skills	• Learn Frere Jacques major and minor versions. • Listen to Mahler 1 and identify differences and similarities to Frere Jacques. Discuss major/minor use. • Identify instruments in Mahler 1. • Compose music using minor and major scales. • Learn how to play major triads and minor triads. • Listen to and sing examples of pop songs and identify use of major and minor chords. • Compose chord sequence using major and minor chords and a melody to be played with the sequence.	• Listen to examples of marches eg. One Love, Little Birds and Just My Imagination; analyse instrumentation, lyrics and tonality. • Identify contexts of Reggae. • Learn and perform One Love in pairs with the possibility of moving to bands.
Key Questions	• How do I improvise effectively? • What is the historical context of the Blues? • How do I perform the 12 bar blues? • How do I work effectively with my group? • What does a good performance look and sound like?	• What is the difference between major and minor chords and keys? • Can I recognise tonality by ear? • How do I work in an effective pair? • How can I include major and minor chords in my own music?	• How do I work effectively with my group? • What makes a good performance? • What do I need to do to make a good performance?

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Assessment week and content	Improvisation: Lesson 3 Performance of the 12 bar blues: Lesson 6	Perform own composition: Lesson 5	Perform One Love: Lesson 5/6

Subject: PE

Time Period	Autumn Term	Spring Term	Summer Term
Content	You will study a variety of activities within the following categories: • Individual activities/games • Team activities/games • Aesthetic activities Fitness	You will study a variety of activities within the following categories: • Individual activities/games • Team activities/games • Aesthetic activities • Fitness Athletics	You will study a variety of activities within the following categories: • Individual activities/games • Team activities/games • Aesthetic activities Fitness
Skills	• Fundamental Motor Skills • Techniques Tactics	• Fundamental Motor Skills • Techniques Tactics	• Fundamental Motor Skills • Techniques Tactics
Key Questions	Do I understand the relationship between PE and positive physical health?	Do I understand the role that good diet and nutrition has on my health, academic performance and well-being?	Am I able to demonstrate high levels of effort to show my potential in a variety of activities?
Assessment week and content	Continuous throughout the term, end of activity/concept assessment.	Continuous throughout the term, end of activity/concept assessment.	Continuous throughout the term, end of activity/concept assessment.

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Subject: RELIGION, PHILOSOPHY & ETHICS (RP&E)

Time Period	Autumn Term	Spring Term	Summer Term
Content	<u>Symbols and Actions</u> • What is a symbols? • How do we use symbols? • The use of symbols by different faiths (Christianity, Sikhism, Buddhism and Hinduism)	<u>Sources of Wisdom</u> • The Bible • Different types of writing in the Bible • Lord's Prayer • Guru Granth Sahib • Narnia as a source of Wisdom	<u>Justice & Fairness and British Values</u> • Discrimination • Holocaust • Racism, Equality & Sexism • Homophobia • Monarchy, Laws & British Identity
Skills	• Self-awareness • Reflection • Introspection • Empathy • Resilience • Literacy • Communication & Debating	• Self-awareness • Reflection • Introspection • Empathy • Resilience • Literacy • Communication & Debating	• Self-awareness • Reflection • Introspection • Empathy • Resilience • Literacy • Communication & Debating
Key Questions	• What is a symbol? • Are signs and symbols different? • How are symbols used by Christians, Sikhs, Buddhists and Hindus?	• What is the Bible? • What type of writing are you likely to find in the Bible? • Are the sources of wisdom in other faiths like the Bible?	• What is discrimination? • How do we tackle, racism, sexism and homophobia? • What do we really mean when we say equality?
Assessment week and content	Symbols and Actions Assessment	Sources of Wisdom Assessment	Year 8 RP&E Exam British Values Assessment

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Subject: SCIENCE

Time Period	Autumn Term	Spring Term	Summer Term
Content	Digestion Reproduction in animals and plants Energy Motion and pressure Acids and Alkalis Materials	Ecosystems Motion and pressure Electricity and Magnetism Earth and rocks	Variation Magnetism Practical skills
Skills	Predicting, making inferences and describing relationships Use of scientific terms Organisation of ideas and information Identifying main ideas, events and supporting details Application of working scientifically	Predicting, making inferences and describing relationships Use of scientific terms Organisation of ideas and information Identifying main ideas, events and supporting details Application of working scientifically	Predicting, making inferences and describing relationships Use of scientific terms Organisation of ideas and information Identifying main ideas, events and supporting details Application of working scientifically
Key Questions	What is puberty? How do animals reproduce? How are humans born? How do plants reproduce? How much energy do we need from food each day? What is temperature? How does heat travel? What is a fossil fuel? What is work? How do we calculate speed? How is the periodic table arranged? What are the reactions of the elements in; group 1.group 7 and group 0? How are metals different from non-metals? How do metals react with; oxygen, acid and water?	How do plants and animals rely on each other for food? How are population sizes maintained? What is the impact of pollution on animals and plants? What is pressure? Why do some object float and some sink? How do we calculate pressure? What is a turning force? What is lightning? What is an electric current? What is resistance? What is the structure of the earth? What are the different types of rocks? What is acid rain? Why should we try to recycle more?	What causes variation? What is natural selection? How can we prevent extinction? How do magnets behave? How do we make electromagnets? What are electromagnets used for?

	How do we extract metals from ores? What are ceramics made from? What are polymers? What are composites?		
Assessment week and content	Energy W/C 13th November Digestion W/C 2nd October Acids and Alkalis W/C 13th November	Reproduction W/C 22nd January Motion and pressure W/C 23rd January Materials W/C 29th January Ecosystems W/C 12th February	Electricity and Magnetism W/C 24th April Earth and rocks W/C 20th May Variation W/C 22nd May Practical skills W/C 3rd July

Subject: SPANISH

Time Period	Autumn Term	Spring Term	Summer Term
Content	• Describing events in the past and present (travel) • Comparing past experiences • Describing what people do (at home) • Asking what people can and must do • Describing events in the past and present • Describing how people feel • Describing future plans • Talking about what people do (work)	• Describing what people do (technology and social networks) • Describing what different people did in the past (Free time activities) • Talking about the environment • Saying what you do for others • Routines and daily life • Describing a series of events (Narration) • Talking about giving and receiving (Birthdays) • Giving opinions about school	• Visiting a Spanish speaking city • Describing family members • Describing how people feel • Comparing things • Describing what people do and did (sport) • Comparing where people go and went • Learning about a famous Spanish speaking person • Describing school • Describing Hispanic traditions • Talking about past and future trips

High Expectations - Mutual Respect - Quality Learning - Success for All

Skills	Students will be following the Ncelp programme of phonics, vocabulary and grammar. Our Do It Now tasks focus on aspects of culture of the Spanish speaking world and act as a key point of engagement. This term the focus will be on masculine and feminine.	Students will be following the Ncelp programme of phonics, vocabulary and grammar. Our Do It Now tasks focus on aspects of culture of the Spanish speaking world and act as a key point of engagement. This term the focus will be on –ar, -er and –ir verbs.	Students will be following the Ncelp programme of phonics, vocabulary and grammar. Our Do It Now tasks focus on aspects of culture of the Spanish speaking world and act as a key point of engagement. This term the focus will be on adjectives.
Key Questions	¿Qué haces? ¿En qué trabajas?	¿Te gusta la tecnología? ¿Qué asignaturas estudias?	Describe a tu madre… ¿Dónde fuiste?
Assessment	Listening and reading	Writing and speaking	Mixed skills

Subject: RSHE

Time Period	Autumn Term	Spring Term	Summer Term
RSHE Life Skills Content (Tutor Time)	Digital Literacy • The history of email • What is Cc and BCc and when it is used? How do I write an appropriate email and subject line to a teacher • How to add an attachment • Email etiquette Our Community- Plastic world • What is pollution? • Air pollution, water pollution, land pollution • Recycling	Memory • Multi Store memory model • How to avoid decay and displacement • Retrieval cues and triggers • What makes a great study environment • The Pomodoro method Relationships and Friendships • What is the spectrum of relationships • How do we know when a friendship isn't working for us • How do we assess our friendships • How to politely respect the end of a	Taking care of myself • First aid-- Bandages and burns • First aid—Bleeding • Sleep—knowing the sleep-wake cycle • Sleep—dealing with irregular sleep cycles • Sleep—what is your sleep hygiene? Culture at Stanborough and Beyond • What is Pride? The history of Stonewall • The spectrum of sexualities • The History of Drag • Gender identity

High Expectations   -   Mutual Respect   -   Quality Learning   -   Success for All

	• Making a pledge	friendship and/or relationship	• The history of same sex marriages in the UK • Audre Lorde • LGBTQIA activists and charities
RSHE Content covered in curriculum subjects	Science The menstrual cycle, reproduction, fertilisation, contraception and infertility treatment IT and Computing Anti-bullying week (linked to online behaviour)	IT and Computing Safer Internet Day	Religion, Philosophy and Ethics The nature of justice and how justice is applied in Society