

| Year 8 Curriculum Map 2018/19 | | Half Term 1 | Half Term 2 | Half Term 3 | Half Term 4 | Half Term 5 | Half Term 6 | |
|--------------------------------------|--------------------|---|--|---|---|---|---|--|
| English 5 lessons per week | Curriculum Content | War and Conflict: What is it good for? Students will explore a range of letters from the war. They will focus particularly on the use of sentence structure, punctuation and figurative language. They will then write their own 'letter from war' trying to incorporate the skills they have analysed in their reading. | War and Conflict: What is it good for? Students will learn a range of complex poetic devices. They will then analyse the poets' use of language and structure and explore how these techniques contribute to the meaning of the poems. Students will write an analytical comparison of two poems. | Shakespeare: 'Much Ado About Nothing' Students will study 'Much Ado about Nothing'. They will develop their analytical skills by exploring Shakespeare's use of language, plot, characters and structure. Students will produce a detailed analysis of key scenes. | Shakespeare: 'Much Ado About Nothing' Students will explore the features of writing an argument. They will then create an argument for or against Shakespeare being a literary genius. They will develop their use of discourse markers, sentence starters and punctuation. | Adventure and Survival Students will study a range of non-fiction travel writing. They will then analyse how the writers use a range of sentence types, punctuation and tone. Students will then create their own travel blog using a range of sophisticated punctuation, vocabulary and paragraphing for deliberate effect. | Adventure and Survival Students will study 'Lord of the Flies'. They will evaluate the writer's use of character, language and structure. They will write an analysis of a key extract. | |
| | Assessment | Writing - A letter from war. | Reading - A comparison of two war poems. | Reading - Analysis of an extract from 'Much Ado about Nothing' | Writing - An argument for or against Shakespeare being a literary genius. | Writing - A travel blog. | Reading - An analysis of an extract from 'Lord of the Flies'. | |
| Maths 5 lessons per week | Curriculum Content | Indices & algebraic manipulation Fractions Perimeter, area & volume | Probability Ratio & proportion Equations & inequalities Similar figures 4 rules, powers & standard form | Angles Estimation & rounding Sequences | Graphs Statistical diagrams Symmetries & congruence Percentages | Finance Substitution Pythagoras' theorem Probability diagrams | Averages Angles & Trigonometry Transformations Constructions & loci | |
| | Assessment | End of Unit Assessments on topics listed above. | | | | | | |
| Science 5 lessons per week | Curriculum Content | Biology Health, disease and the development of medicines. | Chemistry Separating mixtures, breaking down substances, acids and metals. | Physics Waves and radiation. | Biology Plants and ecosystems. | Chemistry Chemical reactions: patterns, energy and rates of reaction. | Physics Electricity and magnets. | |
| | Assessment | End of topic tests plus interim progress checks. | | | | | | |
| French 2 lessons per week | Curriculum Content | Holidays Pupils will look at different places to go on holiday and what you need to do to prepare. Pupils will also look at ordering food and drink and where they plan on going in the future and where they would go if money was no object. | Hobbies Pupils will look at how they spend their free-time. They will look at TV shows, cinema, reading and the internet. | Hobbies and holidays Pupils will look at how to talk about events they have already done in their free-time and on holidays. | Holidays Pupils will continue their ability to describe events in the past and to further express their opinions. | My style and my home Pupils will talk about their interests in clothes and music and describe where they live. They will also look at personality and relationships. | Meals Pupils will look at meals and what foods to buy as well as looking at French customs and celebrations. | |
| | Assessment | Reading and Listening | GCSE style writing task | GCSE style writing task | Reading and Listening | GCSE style writing task | Reading and Listening | |
| History 2 lessons per week | Curriculum Content | How did the lives of black people in America change? Slavery, American Civil War, segregation and discrimination, Montgomery Bus Boycott, Martin Luther King, Malcolm X. Key skills: source inference, describe features, cause/consequence, time comparison. | | What happened during the World Wars? WWI: causes, recruitment, trench warfare, conscientious objectors, Treaty of Versailles, WWII: causes, Blitz, evacuation, conscientious objectors, the Holocaust. Key skills: source inference, source utility, source enquiry, balanced argument. | | How was the world divided after 1945? Atom bomb, division of Europe, Korean War, Cuban Missile Crisis, Vietnam War. Key skills: source inference, narrative, importance, interpretations. | | |
| | Assessment | What was a consequence of the Middle Passage? What can you infer from Source A about the American Civil War? | What were two features of the Jim Crow laws? What changed in the lives of black people in America? | Was the assassination of Franz Ferdinand the main cause of WWI? How could you follow up Source A to find out more about the trenches of WWI? | What can you infer from Source A about the Blitz? How useful is Source A to find out about the treatment of Jewish people in Nazi ghettos? | Why do historians have different opinions about the use of the atomic bomb in 1945? What is the narrative of the Korean War? | What can you infer from Source A about the Vietnam War? Why was Russia important for the end of the Cold War? | |
| Geography 2 lessons per week | Curriculum Content | China Population density, end of One Child Policy, rapid industrial growth, pollution, Three Gorges Dam, biodiversity, Tibet human rights, overseas aid. Key skills: population pyramid, scatter graph/line of best fit, radial diagrams. | Rivers Downstream changes and processes, formation of landforms, causes of flooding, effects of flooding, responses to flooding Key skills: Contour lines, hydrographs, six figure grid references, flood maps, interquartile range | Russia Tourism in Moscow, illegal immigrants, Siberian tribes, endangered animals effects of the World Cup Key skills: climate graph, choropleth map, pie charts, isoline maps | Climate change Past natural climate change and evidence, causes of global warming, effects of global warming, measures to reduce greenhouse gas emissions Key skills: Analysis of articles and social media, GIS, measures of central tendency, triangular graphs | Rainforests Climate, structure and adaptations, food chains, nutrient cycling, causes of deforestation, conservation Key skills: Sketch map, stacked bar chart, food web, satellite images, percentage change | Urban geography Structure of UK cities and growth - changing economy and inequality, regeneration projects, structure and inequality in LIC urban areas, regeneration projects in LIC urban areas Key skills: scale and location, flow diagrams, compound line graph, questionnaire design | |
| | Assessment | Mid topic extended writing and end of topic GCSE style assessment | Mid topic extended writing and end of topic GCSE style assessment | Mid topic extended writing and end of topic GCSE style assessment | Mid topic extended writing and end of topic GCSE style assessment | Mid topic extended writing and end of topic GCSE style assessment | Mid topic extended writing and end of topic GCSE style assessment | |
| Ethics 1 lesson per week | Curriculum Content | Sex & Relationships Diversity awareness and risky behaviour Investigation into what makes behaviour "risky" with a focus on consent. | Careers Life online Impact of social media, cyber bullying, positive profiles online. | RE - What does it mean to be a Muslim in the UK? Key beliefs of Islam - Mohammad, the Qur'an, nature of Allah. Why people are Islamophobic, developing empathy and understanding of those of different faiths. | | RE - Who changes the world? Study of important figures and groups throughout history and the motivation behind their actions, for example MLK, Chipko Movement, Malala, Stonewall and the Suffragettes. | | |
| | Assessment | Informal attitudinal assessment as part of verbal discussion, final written assessment and vocabulary tests. | GCSE question to be researched and completed, written final assessment. | GCSE question to be researched and completed, written final assessment. | | GCSE question to be researched and completed, written final assessment. | | |
| Art 1 lesson per week | Curriculum Content | Portraits / Distortion Explore distortion Understand proportion of the face. Teacher led demonstrations and observational drawing lessons - self portraits (computer aided). Exploring shade and tone to add depth and detail to the features of the face. Investigate artist - visual and written research skills - present factual information, examples of artists work, analyse and share thoughts and opinions about own work and others. | Portraits / Distortion Take part in technique workshops/ produce a response (observational drawing and computer aided). Develop and refine ideas - explore techniques media and processes, refine ideas in light of experiences to develop own ideas informed by the influence of artists. Present a final or series of final outcomes exploring distorted portraits. | Mixed media / Day of the Dead Investigate the Mexican festival 'Day of the Dead' and traditional 'Sugar Skulls'. Visual and written research - present factual information, examples of artists' work, analyse and share thoughts and opinions about own work and others. Respond to research to create "sugar skull" ideas - Line drawing, creative thinking, use of colour. Explore a range of techniques media and processes including creating paper picados. | Mixed media / Day of the Dead Use a range of 2D mixed media processes. Explore techniques media and processes, refine ideas in light of experiences to develop own ideas informed by the influence of traditional Mexican imagery, decoration and traditions which are part of the festival 'Day of the Dead'. Combine line drawing with new processes to create ideas Present a final final outcomes informed by development work and experimentation. | Pop Art Investigate artist and influences of the Pop Art movement. Present factual information, examples of artists' work, analyse and share thoughts and opinions about own work and others. Analyse and research a range of Pop Art which will influence their work - Explore a range of media and ways of working. A focus on graphic and product/packaging, using the influence of the large scale realistic paintings of Sarah Graham Refine ideas in light of experiences to develop own ideas informed by the influence of artists and observational studies. | Pop Art Record observations and insights - Drawing, photographs, further research. Refine ideas through experimenting - select a theme to create ideas for 8 bit character and platform design. Create a final outcome personal response. | |
| | Assessment | Student sketchbooks will be marked and timely feedback given. The class teacher will assess students against the criteria for tasks and a grade will be given 1-9. Assessment information relating to each grade is in the front of student sketchbooks for their reference. | | | | | | |
| Computing 1 lesson per week | Curriculum Content | Path 1 Data types (images and manipulating images, hexadecimal). Path 2 Do Aliens Exist? Using the internet / reliability and bias / desk top publishing skills. | Path 1 Programming and problem solving. Decomposition. Path 2 Understanding computers. | Path 1 Creating a web page, comparing HTML with software packages. Path 2 Sound effect story - sequencing, animation and sound | Path 1 Databases, filtering, creating, datatypes. Path 2 Fair Cop - database software. | Path 1 Python Programming - data structures, loops and functions. Path 2 Computer technology / programming. | Path 1 Programming challenge, create two one in Scratch, one in Python. Path 2 Computer technology / programming. | |
| | Assessment | End of Unit Assessments on topics listed above. | | | | | | |
| Music 1 lesson per week | Curriculum Content | Melody - Practical musicianship - piano. Understanding music listening questions / key vocabulary and elementary theory. | Melody and harmony - practical musicianship ukulele. Understanding music listening questions / key vocabulary and theory | Popular Music: Creating a cover song. Understanding Music: Music of Broadway, Rock Music of the 1960s and 1970s, film and computer gaming music and The Beatles | Popular Music: Creating a cover song. Understanding Music: Music of Broadway, Rock Music of the 1960s and 1970s, film and computer gaming music and The Beatles. Composing Music - Creating a popular chord progression. Performance - Performing cover songs and audio recording | Ten pieces-Getting creative with classical music. Each lesson will take the format: create, perform, listen and reflect | Ten pieces-getting creative with classical music. Each lesson will take the format: create/perform and listen and reflect | |
| | Assessment | Composing | | | | | | |
| Performing Arts 1 lesson per week | Curriculum Content | Witches and magic Story telling Theatre & Physical Theatre | Witches and magic Macbeth | Creating tension in Drama Stage Combat | | Chicken - Road safety Text into performance | | |
| | Assessment | Homework tasks & practical work in lessons. | Performance of Macbeth scene & written evaluation | Homework tasks & practical work in lessons. | Performance of devised scene showing tension & written evaluation | Homework tasks & practical work in lessons. | Performance of section from Chicken play text showing tension & written evaluation | |
| PE 2 lessons per week | Curriculum Content | Students will develop skills across Terms 1, 2 and 3 in the following areas: Physical - Acquiring skills and techniques. Developing accuracy, fluency, and confidence and consistency in performance. Social - Developing awareness of role within/ contribution to the team. Application of a range of leadership strategies to help improve team performance. Cognitive - Develop understanding of laws of the game. Application of tactics, strategies, compositional ideas and decision making. | | | | | | |
| | Assessment | Handball, football or rugby | Sports Hall Athletics | Dance, trampolining and table tennis | Team games | Athletics | Hockey and rounders | |
| Technology 2 lessons per week | Curriculum Content | Pupils in year 8 will cover all aspects of Technology throughout the year while following a termly rotation across the department. Food Technology: Pupils will complete the 2 Star Chef Award, covering food handling, preparation and hygiene skills. Pupils will also learn about healthy eating, nutrition and standard components while preparing basic dishes. Textiles Technology: pupils will complete a series of skills-based activities covering basic hand and machine stitching techniques. They will apply those skills in a design project, creating a mobile phone cover in response to a client brief. Electronic Products: pupils will manufacture and programme an electronic dice based on a PIC microcontroller. They will develop soldering skills and an understanding of basic electronics which includes the systems approach, component recognition, resistance and | | | | | | |
| | Assessment | Pupils' practical work is assessed as it progresses with regular feedback throughout. All pupils will sit an end of topic assessment which will contribute 50% of their assessment grade. End of year assessment will consist of an overview of all practical work completed (50%) and a cumulative assessment (50%) which covers all of the learning for the year. | | | | | | |
| Pastoral | Curriculum Content | Celebrating our differences Leadership: There's no 'I' in team Leadership: Putting together a team Leadership: How I like to be led Them and Us: The cycle - thoughts-words-deeds Them and Us: Positive reinforcement: the Feel Good Factor Them and Us: Recognising difference as a good thing | Celebrating our differences Communication: Structure of a debate Communication: Expressing opinion through debate Communication: Using debate to improve school work E-safety: Social Media (Pt 1) E-safety: Social Media (Pt 2) E-safety: Cyberbullying | Thinking with a clear head Initiative: When did I last show initiative? Initiative: Taking the initiative in my learning Initiative: Approaching problems with a clear head Futures: Routes to work Wellbeing: Stigma Wellbeing: Positivity | Thinking with a clear head Them and Us: Everyday kindness Them and Us: Kindness: worth so much, yet costs nothing Them and Us: Thinking outside the box PiXLOrate: Clarifying and summarising PiXLOrate: Audience Awareness PiXLOrate: Self-regulation | Committing to growth Organisation: Organised problem solving Organisation: Planning events Organisation: Approaching challenges in an organised way Them and Us: What is an 'open' character? Them and Us: What is a 'closed' character? Them and Us: Why is it important to see each other as human first? | Committing to growth Resilience: What is a growth mindset? Resilience: What are my strengths and weaknesses? Resilience: No mistakes = no progress Wellbeing: Personal growth (Pt 1) Wellbeing: Personal growth (Pt 2) Wellbeing: Opportunities | |