

Year 8 Curriculum Overview 2021-22

Subject	Winter term skills & knowledge	Spring term skills & knowledge	Summer term skills & knowledge	Enrichment opportunities
English KS3 English	Imaginary Worlds and Paper 1 Writing: reading a range of texts, analysing language, organising your writing, writing imaginatively and writing with technical accuracy. Robert Frost: analysing language and structure, understanding the context of a poem The Tempest: learning the plot and characters of the play, analysing language, structure and stagecraft, understanding the context of the play.	Travel Writing and writing for paper 2: finding information, analysing language, writing to describe. Poetry 'the birds': analysing language and structure, understanding the context of a poem The Curious Incident of the Dog in the Night-Time: Finding information, analysing language and evaluating a writer's methods.	Non-Fiction Gender and Paper 2 writing: finding and summarising information, analysing language, writing for audience and purpose. Poetry about Places: analysing language and structure, understanding the context of a poem Shakespeare and Stagecraft: exploring costume, setting and lighting in a range of plays. Creative writing challenge: mini-unit developing skills to plan and organise a piece of descriptive writing.	Year 8 Curriculum Day – Creative Writing Carnegie book awards
	The Tempest Poetry introduction	Poetry introduction	Poetry introduction Creative writing	
Maths KS3 Maths	Ration and scale, Multiplicative change, Multiplying and dividing fractions, Working in the Cartesian plane, Representing data*, Tables and probability	Brackets equations and inequalities, Sequences, Indices, Fractions and percentages, Index form	Angles in parallel lines and polygons, Area of trapezia and circles, Line symmetry and reflection, Data Handling*, Measures of Location	Junior Maths Challenge (Targeted) Times Tables Rock Stars (All)
	KS3 Maths	KS3 Maths	KS3 Maths	
Science KS3 Science	Climate*# Photosynthesis Respiration Electromagnets* Graphing	Forces* Inheritance# Periodic table Key words	Digestion* Reactions Light* Analysis of data Conclusion	Poetry comp Science club (7/8) when in lab
	Respiration Photosynthesis Electromagnets Climate	Forces Forces in motion Periodic Table Inheritance	Digestion Chemical reactions Light	
Art KS3 Art	Topic: World Art# Focus: Pattern. Research and presentation skills. Design skills. Annotation skills A final piece will be developed from planning, influenced by a given culture and using specific materials linked to the culture studied.	Topic: World Art continued. # Topic: Portraiture# Proportion, posture, analysis of artists' work. Annotation skills. Final piece, based on research, considering tone and mark – making.	Topic: I, Me, Mine#* Artist research, planning, presentation, selection of suitable materials, techniques. Making links to the work of others. Annotation. Students may select own (2D) artist to study. A final piece will be created, inspired by the artist studied and using suitable materials.	
	Introduction to Art	Portraiture	KS3 Art	
Computer Science KS3 Computer Science	* Introduction to Python <ul style="list-style-type: none"> Run simple Python programs in Interactive and Script mode Write pseudocode to outline the steps in an algorithm prior to coding Write programs using different types of data Correctly use different variable types, assignment statements, arithmetic operators Distinguish between syntax and logic errors and be able to find and correct both types of error Describe the purpose of pseudocode Write an error-free, well-documented program involving sequence, selection and iteration Write an error-free, well-documented program involving selection and iteration Describe how a binary search is carried out Explain the advantages of a binary search over a linear search for an ordered list Devise their own algorithms Test and debug their programs, Make allowances in their programs for user input errors, ensuring that the program still runs to a successful conclusion – which may include printing an error message and stopping the run 	Networks <ul style="list-style-type: none"> State that the Internet is a wide area network and the world wide web is part of the Internet Explain the basic principle of packet switching Give examples of LANs and WANs State three different network topologies Describe what is meant by a client-server network and state some of its advantages State why some transmissions are encrypted, and use a simple algorithm to encrypt and decrypt a message Explain the meaning and significance of bandwidth Explain what is meant by buffering and why it is used State the advantages and disadvantages of different network topologies Identify some of the extra hardware components used in a LAN Compare the uses of peer-to-peer networks and client-server networks Some pupils will be able to: Design a network layout for their school, using icons to represent server, hub, switch, router, Internet, workstation, printer Describe the concept of cloud computing and some of the benefits it brings to individuals and organisations 	# * Computer Crime & Cyber Security <ul style="list-style-type: none"> Name the major Acts concerning computer use Describe briefly some of the dangers of putting personal data on social networking sites Describe briefly ways of protecting online identity Identify some of the signs of fraudulent emails and respond appropriately Adhere to Copyright Law when using written text, downloading music etc. List some of the Health and Safety hazards associated with computer use Briefly describe the content of the major Acts concerning computer use Find out what data is held about them by companies such as Google Recognise fraudulent emails and protect themselves effectively from unwittingly giving personal information Protect their online identity using Privacy settings and by not uploading personal details Use computers sensibly and safely with regard to physical hazards such as backache, eyestrain, RSI etc. Some pupils will be able to: Respond effectively and appropriately to emails Describe the effects on individuals and companies of illegally downloading copyright material, e.g. music, images and movies 	iDEA Award Typing.com Bebras Challenge eSports??
	Introduction to Python	Networks	Cybersecurity	

Drama <u>KS3 Drama</u>	Basic Skills refresher #Knowledge: Understand genre, structure, character, form, style. How meaning is communicated through performance conventions, use of space, spatial relationships, relationships between performer and audience. Skills: Developing ideas and intentions, rehearsing, refining and amending work, learning lines, use of vocal and physical skills, characterisation, communication, analysis and evaluation. October to December: Puppets in Theatre/Devising from War poetry SOL. # * Knowledge: to gain knowledge of how puppets are used in theatre and how actors work with them. The use of poetry as devising stimulus, knowledge of the work of the National Theatre. Skills: Use of physical and vocal skills, communication, collaboration, rehearsing, refining, analysis and evaluation.	Radio Theatre Genre devising SOL and Study of a playtext - The Terrible Fate of Humpty Dumpty theme of bullying.# (Order of study tbc) Understanding practices used in twenty-first century theatre-making, understanding production elements and theatrical conventions, understanding the roles of theatre makers including performers, directors and designers. Understanding social, historical and or cultural context including theatre conventions of a period. Understand characteristics of dramatic work including genre, structure, character, form, style, and language. Understand how meaning is communicated through performance conventions, use of space and relationships between performers and the audience. Understand themes and issues and character development. Skills: analyse and evaluate the work of theatre-makers. Recognise specific challenges for performers, directors and designers, Use subject specific terminology in discussing the work of theatre makers. Research skills. Rehearsing and line learning, vocal skills, physical skills, developing ideas and intentions, refining and amending work. Performing to an audience.	Skills Development #Knowledge: Understand genre, structure, character, form, style. How meaning is communicated through performance conventions, use of space, spatial relationships, relationships between performer and audience. Skills: Developing ideas and intentions, rehearsing, refining and amending work, learning lines, use of vocal and physical skills, characterisation, communication, analysis and evaluation	KS3 Drama club run by Drama Captains. Performance or production opportunities in school productions. Visit to live theatre productions.
	<u>Devising</u>	<u>Study of a text</u>	<u>Physical and vocal skills</u> <u>Posture and gesture</u>	
French <u>KS3 French</u>	School – subjects and opinions Timetable, uniform and activities at school Daily Routine – use of time phrases and connectives Housework – modal verbs and future tense Parts of the body and illnesses	Hobbies Subordinate clauses Comparatives Perfect Tense (past) Invitations and excuses	Descriptions of town using complex structures Revision of past tense Use of all 3 tenses together Holiday accommodations Prepositions Problems and complaints Restaurant meals and ordering food at a restaurant	French exchange (years 7-10) Year 8 French trip to Opal Coast Intercollege European Day of Languages competition Trip to Cambridge University Languages Department Latin taster sessions prior to choosing options
	<u>Daily routines</u> <u>School</u>	<u>Hobbies</u>	<u>Formal and informal situations</u>	
Geography <u>KS3 Geography</u>	*#From Russia with Love?- Understanding of the importance of geography in politics- Russia and the diplomacy issues. Knowledge Location knowledge of Russia Biomes and ecosystems Environmental awareness Cultural similarities and difference	*Tectonic Hazards Skills Hazard management Evaluation of the impact on different stakeholders Knowledge Enhancing students understanding of hazard management. Introducing them to need careers such as geologist, hazard management around the world as well as GIS software to monitor hazards. Geological timescales and plate tectonics. Understanding how understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems	*Coasts Skills Explanation of the formation of landforms/processes Field sketches To evaluate the sustainability of management choices Knowledge Rocks, erosions and weathering and soils Coasts Hydrology *#The Almighty Dollar Skills Plotting data onto maps Awareness of sustainability Interpretation of data Knowledge Location knowledge North America, Asia, Africa, Europe Economic activity in population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources. Purchasing power, money transfer between USA and China, types of employment, Chinese investment in Africa (Nigeria), cycles of poverty, life in Nigeria, life in India, problems with infrastructure. Assessment by academic poster.	*Fieldwork on the Norfolk Coast
	<u>Russia</u>	<u>Tectonics</u>	<u>Coasts</u> <u>Map skills</u> <u>Urbanisation</u>	

History KS3 History	Industrial Revolution (reasons for, growth of towns, development of technology, transport changes, social change#) Skills – causation, evidence investigation, change and continuity, significance.	Industrial Revolution (reasons for, growth of towns, development of technology, transport changes, social change#) Skills – causation, evidence investigation, change and continuity, significance.	Holocaust# (origins, key events, characters, propaganda, concentration camps, art, remembrance, experiences, consequences). Skills – evidence investigation, causation, change and continuity, significance, interpretations.	
	Industrial revolution	Industrial revolution	Holocaust Jewish resistance during the Holocaust	
Music KS3 Music	What is Production Music: Theory – introducing the topic and key elements and aspects of production music. Key composers – building knowledge of key film composers and identifying their signature sounds. Leitmotifs and form – understanding what a leitmotif is and examining the form of a piece. Composing - compose a short piece of music to accompany an advert. Analysis - critically analysing what has been achieved and planning for the next module – how to improve Developing the sound – understanding the importance of texture and dynamics in an underscore and using different instruments. Composing – compose an underscore for a short film. Working in a group to plan a film and shoot it as well as compose the underscore. Review and analysis – Presentation of work and feedback.	Music Technology : Theory – what is music technology, why use technology and the pros and cons of technology. Components of a studio – the essential elements of a studio. Defining the components and understanding the function of each. Using technology to create music – drum programming and using a matrix to create music. Loops – what are royal free loops? How can they be used? Harmony & Tension – introducing the concept of “tension” through extended harmony. Composing – creating a composition using extended chords for a set II I V progression Closing – Summary of the module – demonstration of chord voicing and congratulations.	The Business Of Music: Theory - introducing the concept of making money from music Avenues for Revenue – ways in which to make a business from music – composing, performing, producing, designing, PR, publishing. Profit & Loss/Risk & Reward- understanding a P/L account and looking at the risk/reward concept. Enterprise project – come up with a business idea (music centred) and create a business plan. Analysis and feedback – presentation of business ideas and feedback Class performance – working in groups, students will write an original song based on an existing song of their choice. They will write, record and produce the work for a finished releasable song.	Band Music Technology Club Song writing Club
	Film music	Music technology	Music technology	
PE KS3 PE	Hockey Netball Rugby Badminton Gymnastics Dance	Hockey Netball Rugby Badminton Gymnastics Dance OAA	Athletics Rounders Cricket	Range of sports clubs
	Joe Wicks KS3 PE	Joe Wicks KS3 PE	Joe Wicks KS3 PE	
PSHE KS3 Citizenship KS3 RSHE	Topic 1 – Emotional Wellbeing: <ul style="list-style-type: none"> • What is mental health? • Mindfulness • Stress • Depression • Anxiety • Eating Disorders • Bullying Topic 2 – Healthy Lifestyles: <ul style="list-style-type: none"> • Peer pressure • Alcohol • Basic First Aid • What to do in an emergency • Economic wellbeing – can money make you happy? • Debt and risk 	Topic 3 – World of Work: <ul style="list-style-type: none"> • Work versus school • Changes in the job market • Stereotypes • Post-16 and careers research • Employability skills • Option Choices Topic 4 - Relationships: <ul style="list-style-type: none"> • Dominator or friend? • Expect Respect • The law regarding sharing indecent images and where to get help • Introduction to contraception • What is Female Genital Mutilation (FGM) and the laws surrounding it • Media distortions 	Topic 5 – Community: <ul style="list-style-type: none"> • Identity • Prejudice • Racism • Knife crime • Gangs • Antisocial behavior • Graffiti debate Topic 6 – British Values: <ul style="list-style-type: none"> • Faiths in the UK • Equality and inequality • General Election • Policies 	Enterprise Day
	Mental Wellbeing Recognising concerns Common types of ill health First aid Drugs and alcohol	Respectful relationships Respect and friendship Sharing images Youthoria (careers)	Identity and community Crime UK government Equality	

RE <u>KS3 RE</u>	<p>How do we know that God exists? # How some religious believers discover the existence of God through experience. The ways in which people claim God has been revealed to them in their lives. Assessment, Essay 'Existence of God' AO2 - essay skills Previous: Football and the missing body assessment Abraham scripture AO1 - analysing scripture Similar skills to: (yr7) Matthew and (yr 7) Revelation assessment, The garden The Hindu garden Ao1 - analysing religious scripture and concepts on God using similar skills to previous. Skills: Absorb and retain complex information and identify key issues Use imagination and creativity, Understand and take a sensitive approach to different cultures and beliefs, Show a real curiosity in people and world cultures</p>	<p>Miracles # How some religious believers discover the existence of God through miracles. The ways in which people claim God has been revealed to them in their lives through miracles. Assessment: Hudson River miracle AO2</p>	<p>Sikhism # Key beliefs and practices of a religion. Some ways in which religious belief informs religious practice today. Pupils encounter the religion's teachings at first hand, and develop their understanding of a sacred text. They evaluate the relationship between religious beliefs and practice in society today. It contributes to the study of citizenship.</p> <p>Film and faith. # * Religious themes through film and using them as an opportunity to think about our own views on the religious issues and how they are portrayed in film. The topics are religious symbolism in film, prayer, parables, the revelation of God, death and the afterlife.</p> <p>Assessment: Comparison with Narnia and the resurrection</p>		
<u>KS3 RE</u>		<u>KS3 RE</u>		<u>KS3 RE</u>	
Spanish <u>KS3 Spanish</u>	<p>School – subjects and opinions Timetable, uniform and activities at school Daily Routine – use of time phrases and connectives Housework – modal verbs and future tense Parts of the body and illnesses</p>	<p>Hobbies Subordinate clauses Comparatives Perfect Tense (past) Invitations and excuses</p>	<p>Descriptions of town using complex structures Revision of past tense Use of all 3 tenses together Holiday accommodations Prepositions Problems and complaints Restaurant meals and ordering food at a restaurant</p>	Intercollege European Day of Languages competition Trip to Cambridge University Languages Department Latin taster sessions prior to choosing options Spanish Exchange (years 8-11)	
	<p>Daily routines <u>Daily life</u> <u>School</u></p>	<u>Free time</u>			
Technology <u>KS3 D&T</u>	<p>The year starts with the foundation course and then the other subjects on rotation. Design based projects for this year are based on 3 themes- Textiles projects are based on other cultures and urban art, 3D design is based on stories, myths and legends Foundation skills- health and safety technical drawing skills, 3D drawing skills- Isometric, labelling and annotation, research and presentation skills.</p>	<p>Food- Healthy Eating & Picnic project. Food safety and hygiene, the 4 C's, revision of the Eatwell guide and 8 top tips for healthy eating, energy balance, food preparation skills- increased number of practical lesson to make up for the lack of practical lessons last year Textiles- Cultural Textiles (Day of the Dead Project- health and safety, 3 methods of fabric construction, design skills, hand sewing skills, learning how to make a template, creating a soft toy, understanding how to design products to meet the needs of an intended user.</p>	<p>Textiles- Urban Art- students will design and make a product to help young people organise themselves for school, this will be based on Urban Art and will build on lettering and graphics skills learnt last year. Students will learn tie-dye, stenciling and will research artists such as Banksy.</p> <p>3D Design- Diorama project- design skills, understanding dioramas, model boxes and other cultural forms of diorama. Making a shadow puppet, designing and construction of a diorama in a small tin or box-</p>		
	<u>KS3 D&T</u>		<u>KS3 D&T</u>		

Additional websites:

Google Classrooms	https://classroom.google.com
The Oak National Academy	https://www.thenational.academy/
GCSE Pod	https://www.gcsepod.com/
Seneca learningng	https://senecalearning.com/en-GB/
BBC Bitesize	https://www.bbc.co.uk/bitesize/secondary
Kahoot	https://kahoot.it/
Dr Frost Maths	https://www.drfrostmaths.com/