

Year 8 Curriculum Overview 2022-23

Subject	Winter term skills & knowledge	Spring term skills & knowledge	Summer term skills & knowledge	Enrichment opportunities
English	<p>Imaginary Worlds and Paper 1 Writing: reading a range of texts, analysing language, organising your writing, writing imaginatively and writing with technical accuracy.</p> <p>Robert Frost: analysing language and structure, understanding the context of a poem</p> <p>The Curious Incident of the Dog in the Night-Time: Finding information, analysing language and evaluating a writer's methods.</p>	<p>Travel Writing and writing for paper 2: finding information, analysing language, writing to describe.</p> <p>Poetry 'the birds': analysing language and structure, understanding the context of a poem</p> <p>The Tempest: learning the plot and characters of the play, analysing language, structure and stagecraft, understanding the context of the play.</p>	<p>Non-Fiction Gender and Paper 2 writing: finding and summarising information, analysing language, writing for audience and purpose.</p> <p>Poetry about Places: analysing language and structure, understanding the context of a poem</p> <p>Shakespeare and Stagecraft: exploring costume, setting and lighting in a range of plays.</p> <p>Creative writing challenge: mini-unit developing skills to plan and organise a piece of descriptive writing.</p>	<p>Year 8 Curriculum Day – Creative Writing</p> <p>Carnegie book awards</p>
Maths	<p>Knowledge: Ratio and scale, Multiplicative change, Multiplying and dividing fractions, Working in the Cartesian plane, Representing data*, Tables and probability</p> <p>Skills: numeracy, calculator use, mathematical reasoning, problem solving</p>	<p>Knowledge: Brackets equations and inequalities, Sequences, Indices, Fractions and percentages, Index form</p> <p>Skills: numeracy, calculator use, mathematical reasoning, problem solving</p>	<p>Knowledge: Angles in parallel lines and polygons, Area of trapezia and circles, Line symmetry and reflection, Data Handling*, Measures of Location</p> <p>Skills: numeracy, calculator use, mathematical reasoning, problem solving, Data Handling*</p>	<p>Junior Maths Challenge (Targeted)</p> <p>Times Tables Rock Stars (All)</p> <p>Maths Clinic (All)</p>
Science	<p>Knowledge: Space, digestion</p> <p>Skills: Can formulate a conclusion from a graph. Can draw graphs, Can participate in a practical safely</p>	<p>Knowledge: Chemical change, inheritance and variation</p> <p>Skills: Can formulate accurate conclusions from a practical, can rearrange formula, can use key scientific terms</p>	<p>Knowledge: Ecology, Magnetism</p> <p>Skills: Can use key terms and scientific terms, recall and apply formula, use SI</p>	<p>STEM club</p>
Art	<p>Topic: World Art</p> <p>Knowledge:- Information on a given country/continent and the art traditions of its original inhabitants. Knowledge of traditional patterns/symbols related to the culture.</p> <p>Skills:- 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. Suitable techniques to be developed during this work.</p>	<p>World Art continued.</p> <p>Topic: Portraiture</p> <p>Knowledge:- Proportion of the human head. The work of portrait artists. Portraits over time.</p> <p>Skills:- Analysis of artists' work. Planning skills. Composition skills. Annotation skills. Formal Elements, as required.</p>	<p>Topic: I, Me, Mine</p> <p>Knowledge:- How to work sequentially through a project from research to the final piece.</p> <p>Skills:- Mind map, artist research, collection of suitable sources, 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, with techniques being explored.</p>	<p>Curriculum Days, if applicable. Any clubs or extra sessions will be advertised to students in school. Use resources, such as YouTube, to expand knowledge of the subjects/artist covered e.g. virtual gallery tours. External competitions and college competitions will be advertised as applicable. Optional homework tasks.</p>
Computer Science	<p>Introduction to Python</p> <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 in designing algorithms Use comments to document their programs and explain how they work Write an error-free, well-documented program involving sequence, selection and iteration, but with some help given 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 to solve reasonably complex problems, e.g. a binary search Test and debug their programs, and correct both syntax and logic errors 	<p>Networks</p> <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 Define the meaning of the terms "domain name", http protocol 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 Most pupils will be able to: 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 Design a simple network layout 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 	<p>Computer Crime & Cyber Security</p> <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 Describe how to safely dispose of an old computer 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 (e.g. account numbers and passwords) or otherwise being defrauded 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 	<p>iDEA Award</p> <p>Typing.com</p> <p>Bebras Challenge</p> <p>eSports??</p>

<p>Drama</p>	<p>First half term: Study of a play text: The Terrible Fate of Humpty Dumpty # * - Aim; to revise skills and knowledge students gained from study of a play text in Year 7 and to further their understanding of character development techniques and taking a play from page to stage. Knowledge: Understanding practices used in twenty-first century theatre making. 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. analyse and evaluate the work of theatre-makers. Recognise specific challenges for performers Rehearsing and line learning, vocal skills, physical skills, developing ideas and intentions, refining and amending work. Performing to an audience.</p> <p>October to December: Puppets in Theatre/Devising from War poetry/Myths 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.</p>	<p>Study of a playtext - Theatre History Component .# (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.</p>	<p>Summer Term:</p>	<p>KS3 Drama club run by Drama Captains. Performance or production opportunities in school productions. Visit to live theatre productions. #*</p>
<p>French</p>	<p>Knowledge: School – subjects and opinions Timetable, uniform and activities at school French schools - differences Daily Routine – use of time phrases and connectives Housework – modal verbs and future tense Meals, breakfast, food Parts of the body and illnesses Christmas –culture and vocabulary Where can Languages take you? British Council lessons</p> <p>Skills: Pronunciation and phonics Question and answer in pairs Translation and dictation Dictionary skills Longer speaking and writing using connectives Conversational language Listening, reading, speaking, writing, translation</p>	<p>Knowledge: Hobbies Traditional sports and hobbies Subordinate clauses Comparatives Perfect Tense (past) Invitations and excuses Easter holiday cooking challenge</p> <p>Skills: Verb accuracy Conjugation and using verb tables Accuracy of verbs and tenses Question forming in informal conversations Spontaneous speaking Listening, reading, speaking, writing, translation</p>	<p>Knowledge: 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> <p>Skills: Formation of questions Role play Conversational language Listening, reading, speaking, writing, translation</p>	<p>Intercollege European Day of Languages competition</p>
<p>Geography</p>	<p>Climate Change: How is our planet changing? Knowledge: Sustainability, human and physical causes of climate change, impact of climate change, ecological breakdown, government and individual management, development, globalisation and interdependence Skills: Maps (grid references, latitude and longitude OS maps), enquiry, writing and oracy (comprehension real texts and guided reading), numeracy and data skills- reading and drawing graphs/diagrams</p>	<p>Tectonic Hazards Knowledge: 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 Skills: Hazard management Evaluation of the impact on different stakeholders Prioritising Literacy</p>	<p>The Almighty Dollar- where does money go when we spend it? 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. Skills: Plotting data onto maps Awareness of sustainability Interpretation of data</p>	<p>Fieldwork on the Norfolk Coast</p>
<p>History</p>	<p>Knowledge: Industrial revolution / life in GC c1750 -1900 – reasons for industrial growth, changes to lifestyle, changes to industry, changes to the countryside, development / urbanization, leisure. Skills: evidence, investigation, causation, change and continuity, significance</p>	<p>Knowledge: Slave Trade – origins, development, features, impact / legacy and abolition Skills: evidence, investigation, causation, change and continuity, significance and interpretations</p>	<p>Knowledge: The Holocaust – origins, development, key features, Jewish response, concentration camps, ‘The Final Solution’, art and memorials / remembrance. Skills: evidence, investigation, causation, change and continuity, significance and interpretations</p>	<p>Possible trip : Black Country museum Black History month (Oct) Films: Roots 12 years a slave (excerpts) Jo Jo rabbit Schindlers List</p>

<p>Music</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>Band Music Technology Club Song writing Club</p>
<p>PE</p>	<p>Knowledge: : rules and regulations, evaluating performance, understanding warm up, positional play, developing key skills Skills: Outwitting opponents, replicating movements</p>	<p>Knowledge: : rules and regulations, evaluating performance, understanding warm up, positional play, developing key skills Skills: Replicating movements, outwitting, problem solving, net/wall</p>	<p>Knowledge: : rules and regulations, evaluating performance, understanding warm up, positional play, developing key skills Skills: performing at maximum levels, striking and fielding</p>	<p>Extra curricular clubs Intra school sport Inter school sport OTG visit Colour Run trip</p>
<p>PSHE</p>	<p>Topic 1 – Emotional Wellbeing:</p> <ul style="list-style-type: none"> ● What is mental health? ● Mindfulness ● Stress ● Depression ● Anxiety ● Eating Disorders ● Bullying <p>Topic 2 – Healthy Lifestyles:</p> <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 	<p>Topic 3 – World of Work:</p> <ul style="list-style-type: none"> ● Work versus school ● Changes in the job market ● Stereotypes ● Post-16 and careers research ● Employability skills ● Option Choices <p>Topic 4 - Relationships:</p> <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 	<p>Topic 5 – Community:</p> <ul style="list-style-type: none"> ● Identity ● Prejudice ● Racism ● Knife crime ● Gangs ● Antisocial behavior ● Graffiti debate <p>Topic 6 – British Values:</p> <ul style="list-style-type: none"> ● Faiths in the UK ● Equality and inequality ● General Election ● Policies 	<p>Enterprise Day</p>
<p>RE</p>	<p>How do we know that God exists? # In this unit pupils investigate how some religious believers discover the existence of God through experience. Understand the ways in which people claim God has been revealed to them in their lives. Examine and reflect on the nature of experiential proof of God’s existence. Pupils evaluate the importance of revelation and religious experience within religion, and consider questions about their own belief system. Assessment, Essay ‘If God really were, all-loving, all-powerful and all-knowing, he would not allow suffering’ 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>Judaism # In this unit pupils learn about key beliefs and practices of a religion. Understand some ways in which religious belief informs religious practice today. The unit offers opportunities for pupils to examine and reflect on issues of faith. Pupils encounter the religion’s teachings 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. - will need to complete in the summer term if needed. Assessment Miracles # In existence. They are encouraged to undertake their own search for answers to ultimate questions using a number of sacred texts. Pupils evaluate the importance of miracles and religious experience within religion, and consider questions about their own belief system. Assessment: Hudson River miracle AO2 similar skills (yr 7) Football, police report, are charities good (year 8) - how suffering impact the belief in God This is an essay and how miracles can prove the existence of God, so using previous content and applying the information within an essay.</p>	<p>Sikhism # In this unit pupils learn about key beliefs and practices of a religion. Using a variety of written and visual sources they learn about and understand some ways in which religious belief informs religious practice today. The unit offers opportunities for pupils to examine and reflect on issues of faith. Pupils encounter the religion’s teachings 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. Assessment Film and faith. # * Pupils will be exploring 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. Pupils will be discussing, questioning and evaluating important issues in religion and philosophy, including ultimate questions ie:- what happens when we die and how does God reveal Himself? Assessment: Comparison with Narnia and the resurrection Ao1 - analysing the resurrection story</p>	

<p>Spanish</p>	<p>Knowledge: School – subjects and opinions Timetable, uniform and activities at school Spanish schools - differences Daily Routine – use of time phrases and connectives Housework – modal verbs and future tense Meals, breakfast, food Parts of the body and illnesses Christmas –culture and vocabulary Where can Languages take you? British Council lessons</p> <p>Skills: Pronunciation and phonics Question and answer in pairs Translation and dictation Dictionary skills Longer speaking and writing using connectives Conversational language Listening, reading, speaking, writing, translation</p>	<p>Knowledge: Hobbies Traditional sports and hobbies Subordinate clauses Comparatives Perfect Tense (past) Invitations and excuses Easter holiday cooking challenge</p> <p>Skills: Verb accuracy Conjugation and using verb tables Accuracy of verbs and tenses Question forming in informal conversations Spontaneous speaking Listening, reading, speaking, writing, translation</p>	<p>Knowledge: 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> <p>Skills: Formation of questions Role play Conversational language Listening, reading, speaking, writing, translation</p>	<p>Intercollege European Day of Languages competition</p>
<p>Technology</p>	<p>Foundation skills</p> <ol style="list-style-type: none"> 1. Recap oblique & Isometric drawing 2. Shading and rendering 3. Colour theory 4. 2 point perspective 5. Developing CAD skills- TinkerCAD <p>Note: Lessons are taught on a rotation so e.g. Food is not necessarily taught to all student during the spring term. However, by the end of the year all students will have covered all areas</p>	<p>Food Technology</p> <ol style="list-style-type: none"> 1. Theory- Recap- health, safety and hygiene- New learning food allergies and intolerances 2. Practical- Layered pasta salad 3. Theory- Nutrients and different life stages/ Energy balance 4. Practical- Picnic plait 5. Practical- Savoury Breakfast Muffins 6. Theory- Food waste- meal challenge 7. Practical- Pizza- yeasted dough 8. Practical- Bread rolls 9. Theory- redesign dishes for good health task 4 x 4 present ideas 10. Practical- redesign make & assessment <p>Cooks will be determined by group sizes</p>	<p>Textiles / 3D Design</p> <p>Keyring project</p> <ul style="list-style-type: none"> • Revisit 2D design • Design and make a keyring using rapid prototyping- 3D printer/ laser cutter • Using workshop- hand and machine tools- drilling, hand finishing <p>Recycled Automata</p> <ul style="list-style-type: none"> • Safety in the workshop • Rebate and finger joints • Sustainability <p>Personal Heroes project</p> <ul style="list-style-type: none"> • Safety in Textiles • Tie-dye and stencilling • Simple construction on the sewing machine- plain seams, inserting a zip <p>Night light</p> <ul style="list-style-type: none"> • KaleidoPaint- iPad- repeating pattern design • Dye-sublimation • E-Textiles- textiles electronic circuit 	