



LEARNING AT OUR HEART, AT THE HEART OF OUR COMMUNITY

# Year 8 Curriculum Information

# KS3 Curriculum

At KS3, we provide a broad and balanced curriculum based on the National Curriculum over a 3 year period. We believe that all students should have access to the full range of subjects and that it is essential to promote the arts and sports subjects alongside other subjects including literacy and numeracy based subjects. Students' personal and social development is also supported through our PSHEE and SRE programmes which run through all year groups.

## **Preparation for life**

It is our duty as an educational establishment not only to support students in gaining the skills required to pass examinations, but also to develop them into well-rounded students who have the skills and adaptability to continue with further study and then into the world of work. We believe that it is our duty to help our students develop their own beliefs based on making sound moral judgements, based on exposure to different viewpoints, religions and cultures to prepare them for life in a modern society. This is referred to as students' Spiritual, Moral, Social and Cultural development (SMSC).

## **Spiritual development**

Personal development relating to the spirit or soul and the intangible. N.B. It does not relate to physical nature or matter and is not synonymous with religious education – although religious education can be a major vehicle for the delivery of spiritual matters.

## **Moral development**

Personal development relating to human behaviour, especially the distinction between good and bad or right and wrong.

## **Social development**

Personal development concerned with living in a community rather than alone.

## **Cultural development**

Personal development concerned with the total of inherited ideas, beliefs, values and knowledge which constitute the shared basis for social action.

## **Personal, Social, Health, Citizenship and Economic Education (PSHCEE)**

Personal development concerned with developing beliefs, opinions, making informed and safe lifestyle choices, economic awareness and how to actively participate in a democratic society.



# KS3 Curriculum

Underpinning all subject schemes of work is the key principle that wherever possible we will encourage development of students' SMSC development. Examples of this may include

## **Spiritual**

- Giving pupils the opportunity to explore values and beliefs, including religious beliefs, and the way in which they affect peoples' lives.
- Giving pupils the opportunity to understand human feelings and emotions, the way they affect people and how an understanding of them can be helpful.
- Encouraging pupils to relate their learning to a wider frame of reference- for example, asking 'why?' 'how?' and 'where?' as well as 'what?'.

## **Moral**

- Providing a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the school.
- Promoting measures to prevent discrimination on the basis of race, religion, gender, sexual orientation, age and other criteria.
- Encouraging pupils to take responsibility for their actions; for example, respect for property, care of the environment, and developing codes of behaviour.
- Providing models of moral virtue through literature, humanities, sciences, arts, assemblies and acts of worship.

## **Social**

- Fostering a sense of community, with common, inclusive values which ensure that everyone, irrespective of ethnic origin, nationality, gender, ability, sexual orientation and religion can flourish.
- Helping pupils develop personal qualities which are valued in a civilised society, for example, thoughtfulness, honesty, respect for difference, moral principles, independence, interdependence, self-respect.
- Providing a conceptual and linguistic framework within which to understand and debate social issues.
- Working together co-operatively.

## **Cultural**

- Providing opportunities for pupils to explore their own cultural assumptions and values.
  - Presenting authentic accounts of the attitudes, values and traditions of diverse cultures.
  - Extending pupils' knowledge and use of cultural imagery and language.
  - Recognising and nurturing particular gifts and talents.
  - Providing opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural events and encouraging pupils to reflect on their significance.
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**Art** contributes to SMSC by:

- Giving pupils the chance to reflect on nature, their environment and surroundings.
- Studying artists from different cultures and backgrounds
- Studying the reasons behind why art is created

**Drama** contributes to SMSC by:

- Allowing pupils to reflect on their own beliefs
- Allowing pupils to empathise from different characters' viewpoints
- Allowing pupils to explore and understand feelings and emotions
- Developing personal viewpoints and opinions

**English** contributes to pupils' SMSC development through:

- Developing confidence and expertise in language, which is an important aspect of individual and social identity;
- Enabling pupils to understand and engage with the feelings and values embodied in high quality poetry, fiction, drama, film and television;
- Developing pupils' awareness of moral and social issues in fiction, journalism, magazines, radio, television and film;
- Helping pupils to understand how language changes over time, the influences on spoken, and written language and social attitudes to the use of language

**Computing & IT** can contribute to SMSC development by:

- Making clear the guidelines about the ethical use of the internet and other forms of communications technology.

**Design & Technology** makes a particular contribution to SMSC through:

- Reflecting on ingenious products and inventions, the diversity of materials and ways in which design technology can improve the quality of life.
- Teaching that encourages pupils to discover foods of other cultures.
- Awareness of the moral dilemmas created by technological advances, the impact of 'winners & losers' ethos.
- How different cultures have contributed to technology.
- Opportunities to work as a team, recognising others' strengths, sharing equipment.

**Geography** contributes to SMSC where:

- Opportunities for reflection on the creation, earth's origins, future and diversity are given.
- Reflection on the fair distribution of the earth's resources.
- Studies of people and places gives pupils the chance to reflect on the social and cultural characteristics of society.
- Opportunities to examine and reflect on sustainability issues

**History** makes a contribution to SMSC by

- Looking at the establishment of multi-cultural Britain.
- Enabling pupils to reflect on issues such as slavery, the holocaust and Imperialism.
- Showing an awareness of the moral implications of the actions of historical figures.

**Mathematics** can provide a contribution to pupils' SMSC by:

- Supporting whole school policy on issues such as discipline and behaviour.
- Enabling pupils to acknowledge the important contribution made to mathematics by non-western cultures.

**MFL** contributes to SMSC through:

- Pupils may gain insights into the way of life, cultural traditions, moral and social developments of other people.
- Pupils social skills are developed through group activities and communication exercises.
- Listening skills are improved through oral/aural work.

**Music** contributes to SMSC through:

- Teaching that encourages pupils to be open to the music of other cultures.
- Considering the role of music in society and to see how music can cause conflict and differences of opinion.
- Looking at the way music can change moods and behaviour.
- Creating music as a form of expression and reflection

**Physical Education** – Pupils' SMSC development is actively promoted through PE by:

- Activities involving co-operation, teamwork, competition, rules, self-discipline and fair play.
- Individual activities that provide the opportunity for self-reflection, awareness and challenge.

**PSHCEE** contributes to pupils' personal development, their well-being and prepares them for their future lives through:

- Supporting them in making lifestyle choices based on reasoned judgement
- Learning about how to keep themselves healthy and safe
- Challenging them to think about their attitudes to outside pressures
- Support in thinking about their future lives
- Dealing with change and relationships with others

**Religious Studies** makes a substantial contribution to the delivery of SMSC:

- Learn about beliefs, values, and the concept of spirituality.
- Reflect on the significance of religious teaching in their own lives.
- Develop respect for the right of others to hold beliefs different from their own.
- Show an understanding of the influence of religion on society.
- Appreciation and understanding of different cultures, religions and traditions.

**Science** provides opportunities for pupils' SMSC development through examples such as:

- Encouraging pupils to reflect on the wonder of the natural world;
- Awareness of the ways that science and technology can affect society and the environment.
- Consideration of the moral dilemmas that can result in scientific developments.
- Showing respect for differing opinions, on creation for example.
- Co-operation in practical activity.
- Raising awareness that scientific developments are the product of many different cultures.

## Year 8 PSHCEE Curriculum

Throughout all topics in PSHCEE and RSE, students will develop the skills of independent enquiry, reflective learning, effective participation and team work.

PSCHCE is delivered by form tutors on a weekly basis for the first four half terms of each year. RSE is then delivered in the last half term of the year by the RE team.

<p><b>Health &amp; Wellbeing – Self-Esteem</b></p> <ul style="list-style-type: none"> <li>•Positive SE</li> <li>•Causes of low SE</li> <li>•Celebrities and SE</li> <li>•Media and SE</li> <li>•Depression</li> <li>•Anxiety</li> <li>•Body Image</li> <li>•Mindfulness</li> </ul>	<p><b>Personal Development – Personal Finance &amp; Careers</b></p> <ul style="list-style-type: none"> <li>•Options – making wise choices</li> <li>•Careers</li> <li>•Bank accounts</li> <li>•Credit</li> <li>•Pensions</li> <li>•Insurance</li> <li>•Mortgages</li> <li>•Debt &amp; poverty</li> <li>•Economics</li> <li>•Tax</li> </ul>	<p><b>Health &amp; Wellbeing – Improving Health</b></p> <ul style="list-style-type: none"> <li>•Diet &amp; exercise</li> <li>•Smoking &amp; alcohol</li> <li>•Physical abuse</li> <li>•Self-harm</li> <li>•Anger</li> <li>•Mindfulness</li> </ul>	<p><b>Relationships - Modern Families</b></p> <ul style="list-style-type: none"> <li>•Homosexuality</li> <li>•Transgender</li> <li>•Living in conflict</li> <li>•Gang families &amp; violence on the streets</li> <li>•Social campaigns</li> </ul>	<p><b>RSE - Relationships Healthy and unhealthy relationships</b></p> <ul style="list-style-type: none"> <li>•Conflicts – types of, peer pressure, underage sex</li> <li>•Intimate relationships, same sex relationships, sexuality including transgender</li> <li>•sexual bullying and homophobia</li> </ul>
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**Please Note:**

All RSE lessons are delivered as part of the statutory Religious Education Curriculum. If you wish to discuss the content further please do not hesitate to contact:

Mr Yates / Mrs Rai—(Head of Year 8) Mrs Maidment (Deputy Head), Mrs Stephens (Assistant Head) or Mr Quartey (RE Subject Leader)

## Year 8 Art Curriculum

<p><b>Topic: Botanical Art and Insects</b></p> <p><b>Skills Focus:</b></p> <ul style="list-style-type: none"> <li>•Observational drawing of natural objects</li> <li>•Observational drawing of natural objects</li> <li>•Revisit formal elements skills to develop understanding.</li> <li>•Studies of the artist’s work, e.g. Georgia O’Keeffe, William Morris, Angie Lewin Jennifer Angus, Damien Hirst.</li> <li>•Designing a repeat pattern to create a final piece.</li> <li>•Use of wax resist.</li> <li>•Creation of an artwork from evaluating artists’ work</li> </ul> <p><b>Knowledge / Understanding focus</b></p> <ul style="list-style-type: none"> <li>•Creation of different repeat patterns</li> <li>•Understanding the role played by botanical artists</li> <li>•Analysing -Comparing the working methods of artists, e.g. William Morris and Georgia O’Keeffe.</li> <li>•Development of key words vocabulary</li> </ul>	<p><b>Topic: Day of the Dead</b></p> <p><b>Skills Focus:</b></p> <ul style="list-style-type: none"> <li>•Observational drawings of skulls and flowers – formal elements</li> <li>•Studies of the work of Ed Hardy and the Day of the Dead festival.</li> <li>•Combining visual elements to create a design.</li> <li>•Use of paper maché, cardboard relief and paint to create a meaningful response.</li> </ul> <p><b>Knowledge / Understanding focus</b></p> <ul style="list-style-type: none"> <li>•Independent research &amp; knowledge of cultural festival.</li> <li>•Comparing the contemporary work of Ed Hardy to the festival.</li> <li>•Development of key words vocabulary</li> <li>•Analyse festival artifacts to create artwork e.g., ‘Nicho boxes’</li> </ul>	<p><b>Topic: Self portrait</b></p> <p><b>Skills Focus:</b></p> <ul style="list-style-type: none"> <li>•Observational studies of the face to develop the skill of using proportion.</li> <li>•Studies of the artist’s work, including Vincent van Gogh, Pablo Picasso, Jean DeBuffet and Gary Hume.</li> <li>•Creation of a final portrait that develops confident skill using chosen materials</li> </ul> <p><b>Knowledge / Understanding focus</b></p> <ul style="list-style-type: none"> <li>•Knowledge of the proportions of the face.</li> <li>•Understanding the work of the portrait artists; Vincent van Gogh, Pablo Picasso, Jean DeBuffet, Gary Hume.</li> <li>•Development of key words vocabulary</li> <li>•Evaluate the work of artists and combine to create an original portrait design</li> </ul>
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<p><b>Topic: Python Programming and Spreadsheets</b></p> <p><b>Skills Focus:</b></p> <ul style="list-style-type: none"> <li>•Creating Simple Python Programs</li> <li>•Creating simple spreadsheet models</li> </ul> <p><b>Knowledge / Understanding focus</b></p> <ul style="list-style-type: none"> <li>•Simple Python Syntax</li> <li>•Simple Debugging</li> <li>•Understanding of some programming concepts</li> <li>•Understanding of what spreadsheets are used for</li> <li>•Understanding of how formulae work</li> <li>•Understanding of keywords</li> </ul>	<p><b>Topic: Databases, E-Safety and Web Development</b></p> <p><b>Skills Focus:</b></p> <ul style="list-style-type: none"> <li>•Creation of databases</li> <li>•Able to create/design websites</li> </ul> <p><b>Knowledge / Understanding focus</b></p> <ul style="list-style-type: none"> <li>•Able to explain what a database is used for</li> <li>•Able to explain why a database might be used</li> <li>•Understanding of keywords</li> <li>•Able to explain how to stay safe online</li> <li>•Able to justify the design of a website for a given audience and purpose</li> <li>•Knowledge of basic html</li> </ul>	<p><b>Topic: Flowol and Magazine Cover Project</b></p> <p><b>Skills Focus:</b></p> <ul style="list-style-type: none"> <li>•Creation of Flowcharts to model systems</li> <li>•Creation of a photo edited magazine cover</li> </ul> <p><b>Knowledge / Understanding focus</b></p> <ul style="list-style-type: none"> <li>•Able to justify the design of a magazine cover for a given Purpose and Audience</li> <li>•Able to explain advanced features of set pieces of software</li> <li>•Understanding of keywords</li> </ul>
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Design and Technology operates a carousel system where pupils will experience different material areas during the academic year.  
Cooking & Nutrition is offered within the rotations

**Topic: Electronics: Nightlight project**

**Skills Focus:**

The main aim of this project is to develop pupils understanding of designing and manufacture. In this project pupils will use a range of a electronic components to make a night light. They will use computers, including CAD and CAM, as an integral part of designing and making.

**Knowledge / Understanding focus**

- Classify materials such as thermo and thermosetting plastics
- Understand how products contribute to lifestyle choices
- Test, evaluate and refine their ideas and products against a specification, taking into account the views of intended users and other interested groups
- Pupils will develop their understanding of designing and making and expand their practical skills for example plastic forming processes, simple circuits and soldering.
- Understand how to use electronic circuits incorporating inputs and outputs

**Topic 1: Textiles – Cushion and Cover**

**Topic 2: Textiles – Pencil-shaped Pencil Case**

**Skills Focus:**

In this project students will study the work of two landscape artists and compare and contrast this style of work. They will apply these skills to design and make a textile weave outcome. Pupils will developing techniques with textile materials eg- applique, weave, hand embroidery, cutting out and various stitches such as running, back or chain stitches.

**Knowledge / Understanding focus**

- Develop understanding of the formal elements in Textiles, eg -shape, form, colour and texture
- Developing techniques, when working with textile materials eg- applique, weave, hand embroidery, cutting out the design and various stitches such as running, back or chain stitches
- Understand that designing is an iterative process
- Understand how to select and modify patterns and use in textile construction

**Topic: Graphics: Interior design project**

**Skills Focus:**

Research, designing, development, evaluation, analysis, modeling, measuring and marking out accurately.

**Knowledge / Understanding focus**

- Using research including the study of different cultures to identify and understand user needs.
- Identify and solve their own design problems and to reformulate those given to them.
- Understand how products contribute to lifestyle choices. Use specifications to inform the design of innovative, functional, appealing products that respond to needs in a variety of situations.
- Use learning from mathematics to design and make products that work
- The concept of circular economy approach of a product life cycle in relation to product development and consumption

**Topic: Resistant Materials/Graphics: Board game**

**Skills Focus:**

Pupils will develop their understanding of designing and making and expand their practical skills including wasting processes, cutting and shaping wood, using jointing methods, fitting a hinge, etc... Also graphical elements for designing, making use of ICT and Techsoft2D for the board game design.

**Knowledge / Understanding focus**

- The main aim of this project is to develop pupils understanding of designing and manufacture.
- In this project pupils will construct a wooden box to enclose the board, counters, cards, rule book, etc... for their board game
- They will produce a completed board game, either as a redesign of an existing board game or a brand new board game design

**Topic: Cooking and Nutrition**

**Skills Focus:**

In this project students are introduced to the Eatwell Guide and nutrients in food, a range of practical skills and processes; pupils will develop knowledge and understanding of ingredients and different cooking methods

**Knowledge / Understanding focus**

- Understand how to use a range of cooking techniques, selecting and preparing ingredients, using utensils and electrical equipment.
- Understanding cost when shopping for food to cook, what food safety means, preventing contamination, spoilage and decay when handling food.
- Understanding how to use good food safety practices when getting ready to store, prepare, cook food; understand information on food labels to store food correctly.
- Understanding how to apply heat in different ways, taste, texture and smell to decide how to season and combine ingredients
- Adapt and use their own recipes

## Year 8 Drama Curriculum

All students study Drama as a discreet subject through the medium of improvisation. Students explore a range of topics which help them to develop, explore and express ideas and concepts relating to personal and social development; including the effects on themselves and impact on others.

<p><b>Topic: Betrayal (Greek Theatre / Media)</b></p> <p><b>Skills Focus:</b></p> <ul style="list-style-type: none"> <li>•Freeze frames</li> <li>•Characterisation</li> <li>•Narration and mime</li> <li>•Use of space</li> <li>•Tableau</li> <li>•Still imaging</li> <li>•Non naturalistic performance</li> <li>•Choral Movement</li> <li>•Choral Speaking</li> </ul> <p><b>Knowledge / Understanding focus</b></p> <p>Students to perfect above skills and look at how emotions affect different people and can sometimes have a negative effect on people. To focus on the key features of the Greek theatre such as the chorus and the layout of the Amphitheatre.</p>	<p><b>Topic: 7 Deadly Sins</b></p> <p><b>Skills Focus:</b></p> <ul style="list-style-type: none"> <li>•Empathy</li> <li>•Characterisation</li> <li>•Narration and mime</li> <li>•Freeze frames</li> <li>•Slow motion</li> <li>•Hot seating</li> <li>•Still imaging</li> <li>•Use of space</li> <li>•Non naturalistic performance</li> </ul> <p><b>Knowledge / Understanding focus</b></p> <p>Students to perfect above skills and understanding feelings of others in order to create empathy and tolerance of the views of others.</p> <p>Students to be introduced to the 7 deadly sins important in Christian culture.</p>	<p><b>Topic: Addictions/ Role of the Women (Drugs, Alcohol, Smoking)</b></p> <p><b>Skills Focus:</b></p> <ul style="list-style-type: none"> <li>•Freeze frames</li> <li>•Hot seating</li> <li>•Use of space</li> <li>•Characterisation</li> <li>•Non-naturalistic performance</li> <li>•Narration and mime</li> <li>•Dream/nightmare</li> <li>•Mechanical movement</li> <li>•Working from a stimuli</li> <li>•Devising</li> <li>•Still imaging</li> <li>•Tableau</li> </ul> <p><b>Knowledge / Understanding focus</b></p> <p>To further develop the above skills. To understand the effects of drugs, alcohol and smoking to those who use them and others around them. To know where a person can go to seek help. To be able to create detailed performances with well thought through characters. To also look at closely at the character and experiences of Emmeline Pankhurst</p>
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Throughout Year 8 English, students will develop the skills required to read and understand texts; skim and scan text; close reading; locate, research, collate and retrieve information; reading for inference; Interpretation; summarising/gist of texts; analyse, explain and evaluate language; undertake simultaneous comparison; cross reference; PEE+E.

**Topic: The Novel—Of Mice and Men**

**Skills Focus:**

**Literacy skills**

- Paragraphs: setting out and when to use (TIPTOP)
- Use of capital letters
- Range of punctuation: .,?;'"(-! Including direct speech
- Sentences: phrases and clauses, types: simple, complex, compound, run on, varying lengths for effect
- Apostrophes: possession, omission
- Contractions
- Spelling
- Essay structure: planning, beginnings, layout, endings
- Rhetorical devices and presentational devices
- Figurative and literal language
- Formal and informal language
- The writer's 'voice' and 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> person

**Knowledge / Understanding focus**

- knowledge, understanding and appreciation of Steinbeck
- how the context in which the novel was written affected its content and style
- how this can be compared and contrasted to similar novels.

**Topic: Pre-1914 Short Stories, Poetry**

**Skills Focus:**

**Literacy skills**

- Paragraphs: setting out and when to use (TIPTOP)
- Use of capital letters
- Range of punctuation: .,?;'"(-! Including direct speech
- Sentences: phrases and clauses, types: simple, complex, compound, run on, varying lengths for effect
- Apostrophes: possession, omission
- Contractions
- Spelling
- Essay structure: planning, beginnings, layout, endings
- Rhetorical devices and presentational devices
- Figurative and literal language
- Formal and informal language
- The writer's 'voice' and 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> person

**Knowledge / Understanding focus**

**19th Century short story:**

- knowledge, understanding and appreciation of 19th century writers such as Conan Doyle, Saki, and Dickens
- how the context in which stories were written affected its content and style
- how these stories have been used and changed to suit a modern audience.

**Poetry from different cultures:**

- knowledge, understanding and appreciation of poets from different cultural backgrounds
- how the context in which poetry was written affected its content and style
- how poetry is relevant to modern life

**Topic: Triplets, Shakespeare Medley**

**Skills Focus:**

**Literacy skills**

- Paragraphs: setting out and when to use (TIPTOP)
- Use of capital letters
- Range of punctuation: .,?;'"(-! Including direct speech
- Sentences: phrases and clauses, types: simple, complex, compound, run on, varying lengths for effect
- Apostrophes: possession, omission
- Contractions
- Spelling
- Essay structure: planning, beginnings, layout, endings
- Rhetorical and presentational devices
- Figurative and literal language
- Formal and informal language
- The writer's 'voice' and 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> person

**Knowledge / Understanding focus**

**Triplet writing:**

- knowledge, understanding and appreciation of different forms of writing
- how writing is used to describe, inform and argue/persuade
- how and why these forms of writing are used continuously in the modern world

**Shakespeare Medley:**

- knowledge, understanding and appreciation of Shakespeare
- how the context in which his plays were written affected its content and style
- how this can be compared and contrasted to modern retelling of the plays.

<p><b>Topic: Physical landscapes across the UK</b></p> <p><b>Skills Focus:</b> Describing, explaining, differentiating, inferring, interpreting photographs, classifying, comparing, contrasting, applying, analysing, use of specific case study detail, use of geographical terminology, atlas work, data interpretation</p> <p><b>Knowledge / Understanding focus</b></p> <p>Throughout this unit pupils will learn elements of physical geography, including geological timescales, including the change in climate from the Ice age to the present and glaciation</p> <ul style="list-style-type: none"> <li>•Learn about the different rocks distributed around the UK and the features associated with these</li> <li>•Analyse the types of weathering which form our soils.</li> <li>•Study elements of physical geography on the UK coastline including how these interact and influence landscapes and environments</li> <li>•Describe and explain the major landforms such as spits and stacks</li> <li>•Use OS maps to identify the main features of coastline</li> <li>•Analyse the causes of coastal erosion</li> <li>•Understand how humans are affected by and try to control these occurrences</li> <li>•Describe, explain glacial landforms and analyse the importance of glaciers to the human world</li> </ul>	<p><b>Topic: Ecosystems</b></p> <p><b>Skills Focus:</b> Describing, explaining, differentiating, inferring, interpreting satellite images, classifying, comparing, contrasting, applying, analysing, use of specific case study detail, use of geographical terminology, atlas work, data interpretation</p> <p><b>Knowledge / Understanding focus</b></p> <p>Throughout this topic pupils will study a combination of human and physical geography and the interaction between the two</p> <ul style="list-style-type: none"> <li>•Describe what an ecosystem is and describe the main features of tundra ecosystems (Russia), tropical rainforests (Malaysia and Brazil) and deserts (Sahara, Africa)</li> <li>•Explain the adaptations made by plant and animal species with in each of the ecosystems to enable them to survive in the extreme weather conditions that occur there</li> <li>•Explain the importance of the rainforest</li> <li>•Analyse the impact of humans on this ecosystem</li> <li>•Predict what may happen in the future if we continue to destroy this ecosystem</li> </ul>	<p><b>Topic: Population and Urbanisation</b></p> <p><b>Skills Focus:</b> Describing, explaining, differentiating, inferring, interpreting OS maps, classifying, comparing, contrasting, applying, solving problems, analysing, atlas work, GIS, creating graphs</p> <p><b>Knowledge / Understanding focus</b></p> <p>In this topic pupils will study elements of human geography, including Population and Urbanisation</p> <ul style="list-style-type: none"> <li>•Learn the origins of humans on the planet,</li> <li>•Use maps to show distribution and density of population</li> <li>•Explain the problems of growing populations through rural to urban migration, squatter settlements and linking back to previous years' work on resource shortages</li> <li>•Use OS maps to show the differences in rural and urban areas</li> <li>•Explain the reasons for international migration, both global and local with a focus on the local area and the impact, and the reasons for counter-urbanisation in the UK</li> <li>•Consider how cities can be made sustainable in the future, in order to cope with a growing population</li> </ul>
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## Year 8 History Curriculum

<p><b>Topic: The Eighteenth and Nineteenth century.</b></p> <p><b>Skills Focus:</b></p> <ul style="list-style-type: none"> <li>•The role of Empire in the slave trade</li> <li>•Interpreting key primary sources on what the arguments for and against slavery were.</li> <li>•Focus on late Victorian London and looking at the key causes as to why Jack the Ripper was never caught.</li> </ul> <p><b>Knowledge / Understanding focus:</b></p> <ul style="list-style-type: none"> <li>•Key features of the slave trade such as the economic reasons why the British participated in the slave trade</li> <li>•Different features of slave life such as the journey along the middle passage, slave auctions and plantation life</li> </ul>	<p><b>Topic: Twentieth century war and genocide.</b></p> <p><b>Skills Focus:</b></p> <ul style="list-style-type: none"> <li>•Interpret different sources and views on the First world war with a key focus being on the monumental battle of the Somme.</li> <li>•Investigate the events of the Holocaust looking at the change in situation European Jews experienced from 1933-45.</li> </ul> <p><b>Knowledge / Understanding focus</b></p> <ul style="list-style-type: none"> <li>•Key features of Trench warfare and battlefield tactics during the First World war</li> <li>•Investigate the Battle of the Somme in terms of how much of a disaster it was for the British army in 1916</li> <li>•Focus on General Haig as either the ‘hero or butcher of the Somme’</li> <li>•The persecution of the Jews in Nazi Germany before the Second World War</li> <li>•Mass genocide of Europe’s Jews during the Second World War.</li> </ul>	<p><b>Topic: The Fight for civil rights and equality.</b></p> <p><b>Skills Focus:</b></p> <ul style="list-style-type: none"> <li>•Focus on the level of change and continuity during the Industrial revolution from 1750-1900.</li> <li>•Investigate life in Victorian London by investigating the causes and consequences of Jack the Ripper not getting caught.</li> <li>•Investigate change and continuity by looking at the theme of crime and punishment throughout the 19<sup>th</sup> century.</li> </ul> <p><b>Knowledge / Understanding focus</b></p> <ul style="list-style-type: none"> <li>•Investigate the causes of mass migration to Postwar Britain by focusing on migration from the Caribbean and other communities to the UK</li> <li>•Interpret how positive the experience of Caribbean peoples migrating to Britain since the fifties was.</li> <li>•The fight for Civil rights in the USA during the fifties and sixties focusing on the significance of leaders like Martin Luther King and Malcolm X as well as campaigns such as the Montgomery bus boycott</li> </ul>
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## Year 8 Maths Curriculum

<p><b>Topic &amp; Knowledge/Understanding focus:</b></p> <p><u>Foundation</u></p> <ul style="list-style-type: none"> <li>•Number properties and calculations</li> <li>•Shapes and measures in 3D</li> <li>•Statistics</li> <li>•Expressions and equations</li> </ul> <p><u>Intermediate</u></p> <ul style="list-style-type: none"> <li>•Number</li> <li>•Area and Volume</li> <li>•Statistics, graphs and charts</li> <li>•Expressions and equations</li> </ul> <p><u>Higher</u></p> <ul style="list-style-type: none"> <li>•Factors and powers</li> <li>•Working with powers</li> <li>•2D shapes and 3D solids</li> <li>•Real Life Graphs</li> </ul> <p><b>Skills Focus:</b></p> <ul style="list-style-type: none"> <li>•Add and subtract integers – positive and negative numbers (with varying numbers of significant figures )</li> <li>•Find the HCF or LCM of 2 numbers less than 100</li> <li>•Calculate surface areas of cubes and cuboids</li> <li>•Calculate Solve volume problems</li> <li>•Calculate the mean from a simple frequency table, and using an assumed mean</li> <li>•Interpret and construct pie charts</li> <li>•Interpret scatter graphs, draw lines of best fit and use correlation</li> <li>•Solve simple linear equations with integer coefficients</li> <li>•Substitute integers into formulae and solve for missing values one- step equations</li> <li>•Expanding brackets</li> <li>•Use the distributive law to take out numerical common factors</li> </ul>	<p><b>Topic &amp; Knowledge/Understanding focus:</b></p> <p><u>Foundation</u></p> <ul style="list-style-type: none"> <li>•Decimal calculations</li> <li>•Angles</li> <li>•Number properties</li> </ul> <p><u>Intermediate</u></p> <ul style="list-style-type: none"> <li>•Real life graphs</li> <li>•Decimals ratio</li> <li>•Lines and angles</li> </ul> <p><u>Higher</u></p> <ul style="list-style-type: none"> <li>•Transformations</li> <li>•Fractions, decimals and percentages</li> <li>•Constructions and loci</li> </ul> <p><b>Skills Focus:</b></p> <ul style="list-style-type: none"> <li>•Draw and interpret line graphs</li> <li>•Interpret information from a complex real-life graph, read values and discuss trends</li> <li>•Draw and use graphs to solve distance–time problems</li> <li>•Multiply and divide integers and decimals with up to two decimal places</li> <li>•Divide a quantity in more than two parts in a given ratio, including decimal values</li> <li>•Multiply and divide by decimals</li> <li>•Use &gt; or &lt; correctly between two negative decimals</li> <li>•Classify quadrilaterals by their geometric properties</li> <li>•Understand a proof that the sum of the angles of a triangle is 180° and of a quadrilateral is 360°</li> <li>•Solve geometric problems using side and angle properties of triangles and special quadrilaterals</li> </ul>	<p><b>Topic &amp; Knowledge/Understanding focus:</b></p> <p><u>Foundation</u></p> <ul style="list-style-type: none"> <li>•Sequences</li> <li>•Fractions and percentages</li> <li>•Probability</li> </ul> <p><u>Intermediate</u></p> <ul style="list-style-type: none"> <li>•Calculating with fractions</li> <li>•Straight line graphs</li> <li>•Percentage, decimals and fractions</li> </ul> <p><u>Higher</u></p> <ul style="list-style-type: none"> <li>•Probability</li> <li>•Scale drawings and measures</li> <li>•Graphs</li> </ul> <p><b>Skills Focus:</b></p> <ul style="list-style-type: none"> <li>•Calculate all four operations with fractions</li> <li>•Calculate with mixed numbers</li> <li>•Find gradients of lines</li> <li>•Plot the graphs of linear functions</li> <li>•Write the equations of straight line graphs in the form <math>y = mx + c</math></li> <li>•Identify and describe examples of direct proportion</li> <li>•Order fractions by converting them to decimals or equivalent fractions</li> <li>•Find equivalent fractions, decimals and percentages</li> <li>•Express one number as a percentage of another</li> <li>•Work out a percentage increase or decrease</li> </ul>
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## Year 8 Modern Foreign Language Curriculum

In year 8, students either continue to study two languages or choose to continue with one of French, German or Spanish

French	<p><b>Topic: Home life and free-time</b></p> <p><b>Skills Focus:</b> All pupils are assessed on their Listening, Reading, Speaking and Writing skills</p> <p><b>Knowledge / Understanding focus:</b> Describing my family, jobs, negatives, where people live, weather, daily routine negatives, free-time activities. Present tense, past tense</p>	<p><b>Topic: Going-out &amp; Food &amp; drink</b></p> <p><b>Skills Focus:</b> All pupils are assessed on their Listening, Reading, Speaking and Writing skills</p> <p><b>Knowledge / Understanding focus:</b> Arranging to go out, making excuses, present tense modal verbs, describing and buying clothes, comparatives and superlatives, past tense. Describing food and quantities. Buying and ordering food. Meal times. The future tense</p>	<p><b>Topic: Travel and Tourism &amp; Life with friends</b></p> <p><b>Skills Focus:</b> All pupils are assessed on their Listening, Reading, Speaking and Writing skills</p> <p><b>Knowledge / Understanding focus:</b> Countries, question words, holiday destinations &amp; activities, travel and accommodation, complex opinions &amp; reasons. Personal descriptions, personality, adjective agreement rules, pocket money, new technology, The past, present &amp; future tenses</p>
German	<p><b>Topic: Holidays &amp; Food &amp; drink</b></p> <p><b>Skills Focus:</b> All pupils are assessed on their Listening, Reading, Speaking and Writing skills</p> <p><b>Knowledge / Understanding focus:</b> The weather and seasons. Holiday activities. The present tense, opinions. Accommodation. Leisure activities &amp; making plans. The past tense. Buying and shopping for food &amp; drink. Ordering. Prices &amp; quantities. Types of shops. Pocket money.</p>	<p><b>Topic: Free Time &amp; Health</b></p> <p><b>Skills Focus:</b> All pupils are assessed on their Listening, Reading, Speaking and Writing skills</p> <p><b>Knowledge / Understanding focus:</b> TV programmes, Opinions and preferences. Modern technology. Free-time activities. Time frequency. The future tense Parts of the body. Illness &amp; symptoms. Giving advice. The present and past tense.</p>	<p><b>Topic: Going out &amp; a School Exchange</b></p> <p><b>Skills Focus:</b> All pupils are assessed on their Listening, Reading, Speaking and Writing skills</p> <p><b>Knowledge / Understanding focus</b> Giving, accepting and declining in invitations. Giving excuses. Clothes, colours, materials &amp; style. Adjective endings patterns. Daily routine. Introductions (formal/informal). The present, past and future tense.</p>
Spanish	<p><b>Topic: Holidays &amp; Food &amp; drink</b></p> <p><b>Skills Focus:</b> All pupils are assessed on their Listening, Reading, Speaking and Writing skills</p> <p><b>Knowledge / Understanding focus:</b> Describing self and others, comparisons and superlatives, daily activities – present tense. Saying what you eat, meal times, food preferences &amp; justifying opinions, ordering &amp; buying food, future tense voy + a. Numbers 31-1000</p>	<p><b>Topic: Fashion &amp; Holidays</b></p> <p><b>Skills Focus:</b> All pupils are assessed on their Listening, Reading, Speaking and Writing skills</p> <p><b>Knowledge / Understanding focus:</b> Clothes, colours, materials &amp; style. Opinions. Shops Shopping for clothes. The future tense Holiday destinations, places of interest &amp; holiday choices. Weather. Holiday activities, time phrases The past tense</p>	<p><b>Topic: Going out &amp; Healthy Lifestyles</b></p> <p><b>Skills Focus:</b> All pupils are assessed on their Listening, Reading, Speaking and Writing skills</p> <p><b>Knowledge / Understanding focus</b> Places to go out and organising to meet. Types of films, justifying opinions, negatives, buying cinema tickets. Present, past &amp; future tenses. Parts of the body, illnesses and injuries Healthy living advice</p>

## Year 8 Music Curriculum

<p><b>Topic: 12 Bar Blues</b></p> <p><b>Skills Focus:</b></p> <ul style="list-style-type: none"> <li>•Listening to, performing and composing the Blues.</li> <li>•Use of 12-bar blues chord pattern in performing and composing</li> </ul> <p><b>Knowledge / Understanding focus:</b></p> <ul style="list-style-type: none"> <li>•Understanding the Slave Trade History</li> <li>•Performing: solo and ensemble performing, use of improvisation. Develop use of chords in performance</li> <li>•Composing: melodies using blues scale, harmonies using chords, use of blues scale in improvisation</li> <li>•Listening: different types of Blues music</li> </ul>	<p><b>Topic: Film Music</b></p> <p><b>Skills Focus:</b></p> <ul style="list-style-type: none"> <li>•Creating music to match action on a film clip</li> <li>•Analysis of music</li> <li>•Composing to a brief</li> <li>•Creating and using sound effects and instruments</li> <li>•Further development of keyboard skills through use of chords.</li> </ul> <p><b>Knowledge / Understanding focus</b></p> <ul style="list-style-type: none"> <li>•Performing: performance of own compositions in sync with film extract</li> <li>•Composing: composing music to fit a specific mood / piece of action using chords, major / minor tonalities. Use of sound design</li> <li>•Listening: listening to different genres of music to understand how different atmospheres can be created by exploiting musical devices.</li> </ul>	<p><b>Topic: Minimalism and other 20<sup>th</sup> Century experimental styles</b></p> <p><b>Skills Focus:</b></p> <ul style="list-style-type: none"> <li>•listen to, analyse, compose and perform pieces showing understanding of key features of different genres of 20<sup>th</sup> Century music</li> </ul> <p><b>Knowledge / Understanding focus</b></p> <ul style="list-style-type: none"> <li>•Performing: performing pieces by themselves and others using 20th Century musical devices</li> <li>•Composing: creating pieces of music in different styles of 20<sup>th</sup> Century music eg minimalism, experimental music</li> <li>•Listening: listening to different genres of 20<sup>th</sup> Century classical music</li> </ul>
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## Year 8 Physical Education Curriculum

Pupils in year 8 will cover a number of sports throughout the year. Sports include a double block of basketball, hockey, gym, badminton, cricket, athletics, rounders. These are all on rotation and completed in 3 week blocks.

<p><b>Topic: Basketball (Double Block), Netball (Girls), Futsal and Table Tennis</b></p> <p><b>Skills Focus:</b> Ball skills— Basketball, passing, shooting, dribbling, dodging.</p> <p><b>Knowledge / Understanding focus:</b></p> <ul style="list-style-type: none"> <li>•How to apply the skills into the game,</li> <li>•Spatial awareness whilst playing</li> <li>•Observing</li> <li>•More challenging knowledge and understanding through zonal marking, fast break, characteristics that are required to be successful at specific positions, recognising the strengths in teams.</li> </ul>	<p><b>Topic: Rugby, Badminton, Fitness, Dance (girls), Gym</b></p> <p><b>Skills Focus:</b></p> <ul style="list-style-type: none"> <li>•Spatial awareness,</li> <li>•Team play,</li> <li>•Transferring skills from one sport to another</li> </ul> <p><b>Knowledge / Understanding focus:</b></p> <ul style="list-style-type: none"> <li>•Understanding the rules for each sport</li> <li>•Transferring some rules to other sports.</li> <li>•More challenging knowledge and understanding through the exploration of relationships in dance, designing a motif, exploiting opponents weaknesses, what skills are transferable to other sports, reasons behind choosing one shot over the other, and analysing performance.</li> </ul>	<p><b>Topic: Athletics, Cricket, Rounders,</b></p> <p><b>Skills Focus:</b></p> <ul style="list-style-type: none"> <li>•Long barriers, short barriers</li> </ul> <p><b>Knowledge / Understanding focus:</b></p> <ul style="list-style-type: none"> <li>•Understanding the rules in all striking and fielding games.</li> <li>•Peer assessment in athletics.</li> <li>•Leading pupils in drills for athletics.</li> </ul> <p>More challenging knowledge and understanding through officiating, peer assessment, designing field positions, prediction of batting.</p>
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<p><b>Topic: The afterlife and Judaism</b></p> <p><b>Skills Focus:</b></p> <ul style="list-style-type: none"> <li>• Identify, describe, evaluate, judge, categorize and compare different faiths and how they are expressed.</li> <li>• Develop an appreciation of the value of life</li> <li>• Place a range of views and beliefs within their religious and philosophical context;</li> <li>• Make independent, well-informed and reasoned judgments about their significance.</li> </ul> <p><b>Knowledge / Understanding focus</b></p> <ul style="list-style-type: none"> <li>• Gain knowledge of the skills required which will enable them to explore the idea of an afterlife through poems, discussion and debate.</li> <li>• Look at some of the beliefs people have about the afterlife and their reasons, the different view within religion and between religions.</li> <li>• Look at different stories from near death experiences</li> <li>• Make own judgments based on considered arguments</li> <li>• Within Judaism, students will look at who the Jewish people are, historic fact and figures, what covenants means and how Judaism began, what they believe, food laws, and rites of passage</li> </ul>	<p><b>Topic: Prejudice and Going East</b></p> <p><b>Skills Focus:</b></p> <ul style="list-style-type: none"> <li>• Describe, explain, differentiate, infer, interpret classify, compare, contrast, apply, analyse,</li> <li>• Use of specific case study detail and use of terminology.</li> </ul> <p><b>Knowledge / Understanding focus</b></p> <ul style="list-style-type: none"> <li>• Look at what prejudice is in terms of racism, sexism, ageism and why people become prejudiced</li> <li>• Examine the problems prejudice can cause, as well as what can be done to prevent it or the change people's mindset.</li> <li>• Look at some faiths from the East and some popular festivals from those religions within our society, how they celebrate and why they celebrate these festivals in order to appreciate them.</li> </ul>	<p><b>Topic: Humanism</b></p> <p><b>Skills Focus:</b></p> <ul style="list-style-type: none"> <li>• Describe, explain, differentiate, infer, interpret classify, compare, contrast, apply, analyse,</li> <li>• Use of specific case study detail and use of terminology.</li> </ul> <p><b>Knowledge / Understanding focus</b></p> <ul style="list-style-type: none"> <li>• What humanists believe,</li> <li>• Famous humanists and what they stand for</li> <li>• The Golden rule.</li> <li>• Debate any ethical views Humanist have and look at the place where they fit within our society, how they celebrate and why they celebrate life in general and specific festivals, if any, in order to appreciate them.</li> </ul>	<p><b>Topics: RSE</b></p> <p><b>Relationships- Healthy and unhealthy relationships, conflicts – types, peer pressure, underage sex, intimate relationships, same sex relationships, transgender and sexual bullying-homophobia.</b></p> <p><b>Skills Focus:</b></p> <ul style="list-style-type: none"> <li>• Identify, describe, evaluate, judge, categorize and compare different types of relationships and how they should be expressed.</li> <li>• Develop an appreciation of the value of healthy relationships and how they can affect your life.</li> <li>• Look at modern forms of relationships and develop healthy attitudes towards them and explore different range of views and beliefs about them.</li> <li>• Identify alternative forms of relationships (LGBTQ+); making independent, well-informed and reasoned judgments about them.</li> <li>• Look at different body images and how that can impact on someone life.</li> </ul> <p><b>Knowledge / Understanding focus:</b></p> <ul style="list-style-type: none"> <li>• Explore the idea of a healthy relationship within the whole spectrum of traditional male / female relationship through to LGBTQ and transgender, through discussion and debate.</li> <li>• Examine some of the beliefs people have about the nontraditional relationships and their reasons for the different view</li> <li>• Look at different stories and scenarios and make their own judgments.</li> <li>• Explore reasons why some people hold traditional views about relationships and whether there is the need for attitudes to be changed and reasons for any changes.</li> </ul>
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**Topic: B2.1 Health and life style**
**Skills Focus:**

Using different food tests to identify the main nutrients in food. Students will also be using data to compare energy intakes of different foods versus the energy requirements of different people.

**Knowledge / Understanding focus**

Understand the main components of a healthy diet and the role of different food groups. Also looking at the health issues associated with an unhealthy lifestyle and diet, including the use of drugs, alcohol and smoking. The way in which nutrients in absorbed into the body by the digestive system is looked at and the role on enzymes during this process.

**Topic: C2.1 The periodic table and separation techniques**
**Skills Focus:**

Focus on practical lab based skills carrying out reactions, recording observations and drawing conclusions from these. A range of equipment will be used and demonstrated.

**Knowledge / Understanding focus**

Students will delve further into the arrangement of the periodic table based on the properties of different elements. Building on previous knowledge of mixtures different separation techniques will be explored with a key focus on understanding the words solute, solvent and solubility.

**Topic: P2.1 Electricity and magnetism**
**Skills Focus:**

Students will have an opportunity to develop their circuit building skills using a range of different components and recording observations.

**Knowledge / Understanding focus**

Gain and understanding of what electric current in and how potential difference causes it to flow. This flow can be resisted by a component which is measured in Ohms. Objects can become charged by the transfer of electrons and like magnetic poles, opposite charges attract and like charges repel. The combining of electricity and magnets creates and electromagnet which has many uses.

**Topic: B2.2 Ecosystem processes**
**Skills Focus:**

Building on previously learnt microscope skills to look at the structure of a leaf. Students will also be able to plan an investigation to look at how different factors affect the growth of a plant like, light, fertilisers and water and evaluate their methods.

**Knowledge / Understanding focus**

Students will need to be able to recall the processes of photosynthesis and respiration needed for survival in all organisms. How the substances needed for and produced by these processes are transported around the organism is also discussed. Feeding relationships between organisms within an ecosystem are shown by food chains and webs and the effects of changes on these.

**Topic: C2.2 Metals and acid**
**Skills Focus:**

Another very practical based topic where students will have the opportunity to build on lab skills with a focus on working safely. Comparing the properties of different materials quantitatively

**Knowledge / Understanding focus**

The reactivity series lists metals in order of how vigorously they react. More reactive metals can be used to displace less reactive metals in a reaction. The uses and properties of other materials such a ceramics, polymer's and composites are also investigated.

**Topic: P2.2 Energy**
**Skills Focus:**

Focus on calculations of energy changes and links to efficiency of a machine. Opportunities to make and record observations for different investigations.

**Knowledge / Understanding focus:**

Students should be able to recognize different types of energy and understand that energy cannot be created or destroyed, only transferred. Heat as a form of energy affects the temperature of an object and this can be transferred through materials by conduction, convection or radiation. Fossil fuels are an important store of energy which can be used to generate electricity.

**Topic: B2.3 Adaption and inheritance**
**Skills Focus:**

Being able to draw graphs and identifying weather data is continuous or categorical and analysing data on the effects of climate change on populations.

**Knowledge / Understanding focus**

Looking at how organisms compete for food, water and space for survival and the different adaptations organisms have to survive and reproduce. Look at how these features are inherited by offspring due to genetics, but also how there is variation within a species due to genetic and environmental variation. The effects of suitable features for survival results in extinction due to the process of natural selection.

**Topic: C2.3 The Earth**
**Skills Focus:**

Modelling the different process that take place within the rock cycle and the interpretation of observations. Presentation and analysis of data linked to climate change.

**Knowledge / Understanding focus**

Everything we use from them the Earth's crust, atmosphere or oceans. The internal structure of the earth is investigated and how this leads to different types of rocks being formed; sedimentary, metamorphic and igneous. There is a constant recycling of Earth materials as part of the rock cycle over millions of year. The movement of carbon within our planet is shown by the carbon cycle and the effects of increased carbon dioxide on global warming.

**Topic: P2.3 Motion and pressure**
**Skills Focus:**

Mathematical relationship between speed, distance and time and pressure and area ratio. Also the interpretation of data that has been displayed graphically.

**Knowledge / Understanding focus**

Look at the relationships of different quantities of motion. They will then be able to apply their knowledge of forces and particles to explain how pressure occurs in liquids and gases and the applications of this. Understand what is lever is and how it works based on the principle of moments.