

## Year 8 Curriculum Overview

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>English</b>	Reading - Oliver Twist Writing - Creating a setting	Reading - Oliver Twist Writing - Creating a setting	Reading - Our World Poetry Writing - Non-Fiction	Reading - Our World Non-Fiction Writing - Non-Fiction	Reading - Macbeth Writing - Creating a character	Reading - Macbeth Writing - Transactional writing
<b>Maths</b>	Numbers and the number system Calculating Visualising and constructing	Understanding risk Algebraic proficiency: tinkering Understanding risk II	Exploring fractions, decimals and percentages Proportional reasoning Pattern solving	Investigating angles Calculating with fractions, decimals, percentages Solving equations	Solving equations Calculating space Algebraic proficiency-visualising	Presentation of data Measuring data
<b>Science</b>	Nutrition and digestion; Healthy and unhealthy diets, Energy in food, Food tests and their practicals. The Digestive system. Periodic table; How the periodic table is arranged and how it was developed over time. A look into groups 1, 7 and 0 and their reactivities. Energy: Types of energy and their uses.	Nutrition and digestion; Healthy and unhealthy diets, Energy in food, Food tests and their practicals. The Digestive system. Periodic table; How the periodic table is arranged and how it was developed over time. A look into groups 1, 7 and 0 and their reactivities. Energy: Types of energy and their uses.	Bioenergetics; The circulatory and respiratory systems, the mechanism of breathing, anaerobic and aerobic respiration, The effects of smoking, asthma, gas exchange, photosynthesis, the plant-leaf structure, glucose and Carbon dioxide. Chemical reactions; Acids and alkalis, neutralisation and the pH scale. Metal reactivity with oxygen and displacement. Electrolysis, rates of reaction. Waves light and sound; What is sound, hearing ranges, ultrasound, speed of light and it's transmission including reflection, refraction and dispersion.	Bioenergetics; The circulatory and respiratory systems, the mechanism of breathing, anaerobic and aerobic respiration. The effects of smoking, asthma, gas exchange, photosynthesis, the plant-leaf structure, glucose and Carbon dioxide. Chemical reactions; Acids and alkalis, neutralisation and the pH scale. Metal reactivity with oxygen and displacement. Electrolysis, rates of reaction. Waves light and sound; What is sound, hearing ranges, ultrasound, speed of light and it's transmission including reflection, refraction and dispersion.	Genetics and evolution; Inheritance from animals and plants; What is DNA and it's development. Variation between species, natural selection and Extinction. Earth and atmosphere: The structure of the Earth and it's atmosphere. The rock and carbon cycle, Greenhouse gases and global warming. Forces; Air resistance including an investigation, moments, pressure in the atmosphere and liquids (geography) (RE)	Genetics and evolution; Inheritance from animals and plants; What is DNA and it's development. Variation between species, natural selection and Extinction. Earth and atmosphere: The structure of the Earth and it's atmosphere. The rock and carbon cycle, Greenhouse gases and global warming. Forces; Air resistance including an investigation, moments, pressure in the atmosphere and liquids (geography) (RE)
<b>Core PE</b>	Skills embedded into competitive situations. Timing of skill execution and why Complex skills.	Skills embedded into competitive situations. Timing of skill execution and why Complex skills.	Skills embedded into competitive situations. Timing of skill execution and why Complex skills.	Skills embedded into competitive situations. Timing of skill execution and why Complex skills.	Skills embedded into competitive situations. Timing of skill execution and why Complex skills.	Skills embedded into competitive situations. Timing of skill execution and why Complex skills.
<b>Geography</b>	Africa's place in the world - Students learn where Africa is globally and the misconceptions of the continent. They also study human and physical aspects of the continent. (aspects of slavery covered in the history of Africa, Tribes covered briefly - link to RE)	Africa's place in the world. Africa's place in the world - Students learn where Africa is globally and the misconceptions of the continent. They also study human and physical aspects of the continent. (aspects of slavery covered in the history of Africa, Tribes covered briefly - link to RE)	Sustainable World - A study of the current issues around the globe and how we can make a change. The unit starts by looking at the global economy and the impact industry has had on the planet. Then looks at water issues and making the resource sustainable. (History - Industrial revolution)	Sustainable World - A study of the current issues around the globe and how we can make a change. The unit starts by looking at the global economy and the impact industry has had on the planet. Then looks at water issues and making the resource sustainable. (History - Industrial revolution)	Fragile World - This units looks at the global ecosystems with particular focus on deserts and rainforests. Students consider the impact humans are having on the environments and how we can better manage the fragile environments. (Link to Science yr 7) looking at fragile environments - in particular food chains and webs)	Fragile World - This units looks at the global ecosystems with particular focus on deserts and rainforests. Students consider the impact humans are having on the environments and how we can better manage the fragile environments. (Link to Science yr 7) looking at fragile environments - in particular food chains and webs)
<b>History</b>	Empire and Slavery - links to Year 9 English/Drama - Knights and Crosses - Students cover the development of the British Empire and its impact upon the wider world, especially covering the development of the Trans-Atlantic Slave Trade. We look at different interpretations of African History, challenging stereotypical viewpoints. Students also examine the abolition movement and the roles of key individuals.	Industrial Revolution (English) - Students cover the movement of Britain from a predominantly rural to an urban society. We also cover the impact of industrialisation upon people and places.	First World War (English/Drama - 1912) Students examine the backdrop to World War One from the Moroccan Crisis through to Sarajevo. They look at key events from the chronology of World War One including the Somme and examine a range of historical sources. This topic ends with students examining the key factors which led to the end of World War One and the instability in Germany immediately after.	Inter War years - Students study the Treaty of Versailles and evaluate to what extent the aims of the 'Big Three' were met. Students also cover the impact of hyperinflation in Germany and how the economy was suffering in the early 1920s, leading to its revival up to 1929 and the Wall Street Crash.	The rise of Nazism - Students examine the rise of Nazism in Germany during the 1920s and especially after the Wall Street Crash of 1929. Students look at Hitler's promises and analyse why these appealed to the German population. Hitler's government machine is also examined, looking at propaganda and the Gestapo along with other methods used to keep control of the population.	Second World War - Students look at the crises of the 1930s, including the Abyssinian crisis, the German Anschluss with Austria, the Sudetenland and Czechoslovakia crises alongside Hitler's invasion of Poland leading to the outbreak of World War Two. Key events and battles are covered during WW2, including analysing why the German army was not successful against the Allies.
<b>RE</b>	Founders and leaders Moses, Martin Luther King, bus boycott and issues with racism	Founders and leaders Moses, Martin Luther King, bus boycott and issues with racism	Tribal religions	Religious Tolerance	Morality through Art (links to Art)	Morality through Art (links to Art)
<b>French</b>	What can you do in different parts of France? What is Toulouse like? What do you do in Toulouse? What do I think about different activities? How will I get around Toulouse and why?	How do I give directions? Can I give opinions about different areas? Can I describe my new home? Can I give opinions about my new home? Can I talk about a trip to the 'Cite de l'Espere' Can I give opinions about my future trip?	How do I tell the time in French? How do I talk about subjects? How do I give opinions about school subjects? What is a French school day like? What do French children eat for lunch? (links to nutrition and Food Tech)	Pancake Day - la Chandeleur How do I talk about clothing? Savoying: How do I compare different activities? What can you do and can't do and giving reasons why. Making excuses.	What kind of music do I like? Giving clear opinions and reasons on different types of music and artists. (links to music - learning about different genres)	A visit to a festival - la fete de la musique. Having a conversation to make arrangements for the visit
<b>Food</b>	Food Basics - Cutting techniques and Equipment H&S in the kitchen Using the oven and the hob Practical: Fruit fusion, Ragù Sauce, Pizza	Eatwell guide Food contamination Designing for dietary needs Sensory Analysis Practical: Savoury scones, Vegetable Curry, Cupcakes	Food Basics - Cutting techniques and Equipment H&S in the kitchen Using the oven and the hob Practical: Fruit fusion, Ragù Sauce, Pizza	Food Basics - Cutting techniques and Equipment H&S in the kitchen Using the oven and the hob Practical: Fruit fusion, Ragù Sauce, Pizza	Food Basics - Cutting techniques and Equipment H&S in the kitchen Using the oven and the hob Practical: Fruit fusion, Ragù Sauce, Pizza	Food Basics - Cutting techniques and Equipment H&S in the kitchen Using the oven and the hob Practical: Fruit fusion, Ragù Sauce, Pizza
<b>Textiles</b>	Understand a design brief linked to the WWF charity. They will then practice a variety of different decorative techniques including hand sewing, machine sewing and applique. •Students will then research into se dye looking at how different patterns are formed, practicing their tonal shading whilst drawing them. •Students will produce their own creative designs for their chosen product meeting the requirements of the design brief.	•Create an individual method of manufacture to produce their own cushion cover or tote bag design. •Undertake practical lessons where they manufacture their design. •Evaluate their finished work, comparing it to their final design and making an overall judgement of their level of success.	Understand a design brief linked to the WWF charity. They will then practice a variety of different decorative techniques including hand sewing, machine sewing and applique. •Students will then research into se dye looking at how different patterns are formed, practicing their tonal shading whilst drawing them. •Students will produce their own creative designs for their chosen product meeting the requirements of the design brief.	•Create an individual method of manufacture to produce their own cushion cover or tote bag design. •Undertake practical lessons where they manufacture their design. •Evaluate their finished work, comparing it to their final design and making an overall judgement of their level of success.	Understand a design brief linked to the WWF charity. They will then practice a variety of different decorative techniques including hand sewing, machine sewing and applique. •Students will then research into se dye looking at how different patterns are formed, practicing their tonal shading whilst drawing them. •Students will produce their own creative designs for their chosen product meeting the requirements of the design brief.	•Create an individual method of manufacture to produce their own cushion cover or tote bag design. •Undertake practical lessons where they manufacture their design. •Evaluate their finished work, comparing it to their final design and making an overall judgement of their level of success.
<b>IT</b>	Unit Title Creating Products for TV Adverts: Developing Skills in Evaluating, Research, Design, Implementation based on Design Briefs and Flash Animation	Flipbook Animation: Developing Flipbook Animation that will develop skills in Implementation, Evaluating and Design	Unit Title Creating Products for TV Adverts: Developing Skills in Evaluating, Research, Design, Implementation based on Design Briefs and Flash Animation	Flipbook Animation: Developing Flipbook Animation that will develop skills in Implementation, Evaluating and Design	Unit Title Creating Products for TV Adverts: Developing Skills in Evaluating, Research, Design, Implementation based on Design Briefs and Flash Animation	Flipbook Animation: Developing Flipbook Animation that will develop skills in Implementation, Evaluating and Design
<b>Art</b>	Emotions Unit: Exploring the use of colour using blending techniques. Work linked to abstract expressionism and music	Emotions Unit: 2D materials and techniques using a range of different materials and techniques.	Packaging/Food Unit: Observational drawing based on theme using formal elements	Packaging/Food Unit: 3D piece using artist influence. Studio and photoshop work	Aboriginal Unit: Techniques and processes based on aboriginal art work	Aboriginal Unit: Printing and exploring mark making techniques through the use of colour mixing.
<b>Drama</b>	Choral Speaking and Movement: Horror: Pupils to develop understanding of key drama techniques in order to create tension. Marking the moment, slow motion, still image, thought tracking.	Remembrance, War and Conflict: Pupils to develop use of drama techniques in order to create emotional theme related drama. (English and History)	Stones: Peer pressure and introducing multi-role and proemics. Pupils to develop drama skills in order to impact on an audience.	Children's Theatre: Scripted piece. Pupils to explore working with script. They will add taught techniques in order to make an engaging performance.	"Wacky Soap" - Substance abuse. Pupils to explore characterisation in relation to personal development theme. (PSE)	Theatre in education - Community theatre: Pupils to explore the forum of TE, looking at messages within theatre and target audience. They will create their own theatre culminating their learning.
<b>Music</b>	Blues Music: Students learn the features of 12 Bar Blues which culminates in a performance. Students also learn about the history of the blues and famous Blues performers. (Students study slavery in History)	Keyboard Skills 2: Students build on the skills and keyboard knowledge learnt in year 7. They perform more challenging music and are encouraged to perform with two hands.	Theme and Variation: Students will learn composition techniques to create their own Theme and Variations composition on their own or in pairs.	Indian Music: Students will learn the features of Indian classical music in order to compose. They will learn about ragas and use a raga to compose an Alap, Jaz and Jhalla. (Geography teaching about Development in India)	Music Technology 2: Using garage band to compose. Students will learn how to input their own musical ideas into Garage Band to create music in a minimalist style. They will learn some minimalist composition techniques as well as some background into the style.	Music of the Caribbean: Students will learn to perform Calypso and Reggae music as well as composing their own Caribbean song.