

## Year 8 Curriculum Overview

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>English</b>	<p><b>The Adventures of Sherlock Holmes</b> by Arthur Conan Doyle</p> <ul style="list-style-type: none"> <li>Explores key concepts such as scientific developments in the Victorian era, class divisions, the detective genre, and duality.</li> <li>Original texts of 3 short stories to increase reading demands.</li> <li>Key vocabulary: To enlighten; deduction / deduce; scandal; periodical; introspective; dual nature / duality; observation.</li> <li>Pupils will also have one lesson per fortnight that focuses on reading, oracy and literacy.</li> <li>Pupils will also have one lesson per fortnight that focuses on the explicit learning of grammar.</li> </ul>	<p><b>The Adventures of Sherlock Holmes</b> by Arthur Conan Doyle</p> <ul style="list-style-type: none"> <li>Explores key concepts such as scientific developments in the Victorian era, class divisions, the detective genre, and duality.</li> <li>Original texts of 3 short stories to increase reading demands.</li> <li>Students begin to make connections across texts, with a focus on key characters and themes.</li> <li>Key vocabulary: To enlighten; deduction / deduce; scandal; periodical; introspective; dual nature / duality; observation.</li> <li>Pupils will also have one lesson per fortnight that focuses on reading, oracy and literacy.</li> <li>Pupils will also have one lesson per fortnight that focuses on the explicit learning of grammar.</li> </ul>	<p><b>The Tempest</b> by William Shakespeare</p> <ul style="list-style-type: none"> <li>Builds on the study of Shakespeare's Year 7, developing students' knowledge of the following concepts – the Elizabethan age of exploration, colonialism, nature versus nurture, the form of a comedy, subplot, soliloquy, monologue, Italian city states (links to 'Romeo and Juliet' at KS4), and duality (links to 'Sherlock Holmes').</li> <li>Develops students' ability to analyse extracts in detail, evaluate aspects of genre (i.e. 'The Tempest' a comedy or a tragedy?), and synthesise knowledge of key characters in order to review their development across the whole text.</li> <li>Key vocabulary: Colonialism / colonialization; to usurp; tempest; treason; callous; pathos; nurture; tragically.</li> <li>Pupils will also have one lesson per fortnight that focuses on reading, oracy and literacy.</li> <li>Pupils will also have one lesson per fortnight that focuses on the explicit learning of grammar.</li> </ul>	<p><b>The Tempest</b> by William Shakespeare</p> <ul style="list-style-type: none"> <li>Builds on the study of Shakespeare's Year 7, developing students' knowledge of the following concepts – the Elizabethan age of exploration, colonialism, nature versus nurture, the form of a comedy, subplot, soliloquy, monologue, Italian city states (links to 'Romeo and Juliet' at KS4), and duality (links to 'Sherlock Holmes').</li> <li>Develops students' ability to analyse extracts in detail, evaluate aspects of genre (i.e. 'The Tempest' a comedy or a tragedy?), and synthesise knowledge of key characters in order to review their development across the whole text.</li> <li>Key vocabulary: Colonialism / colonialization; to usurp; tempest; treason; callous; pathos; nurture; tragically.</li> <li>Pupils will also have one lesson per fortnight that focuses on reading, oracy and literacy.</li> <li>Pupils will also have one lesson per fortnight that focuses on the explicit learning of grammar.</li> </ul>	<p><b>Animal Farm</b> by George Orwell</p> <ul style="list-style-type: none"> <li>Knowledge of text through engaging themes, relevant to modern day society – corruption, tyranny, communism/animalism (An Inspector Calls), the importance of education (KS4 poetry), propaganda, violence ('Romeo and Juliet'), hopes and dreams.</li> <li>Builds students' understanding of the following key concepts – the events of a story can represent historical events, characters can represent particular people or sections of society (Caliban in 'The Tempest'), how to analyse the structure of a novel, and understanding extended metaphors.</li> <li>Key vocabulary: Allegory / allegorical; tyrant / tyrannical; rebellion; harvest; propaganda; ideology; cult of personality; treacherous; authoritarian intent; caricature; utopia / utopian; oppressive / oppression.</li> <li>Pupils will also have one lesson per fortnight that focuses on reading, oracy and literacy.</li> <li>Pupils will also have one lesson per fortnight that focuses on the explicit learning of grammar.</li> </ul>	<p><b>Animal Farm</b> by George Orwell</p> <ul style="list-style-type: none"> <li>Choice of text through engaging themes, relevant to modern day society – corruption, tyranny, communism/animalism (An Inspector Calls), the importance of education (KS4 poetry), propaganda, violence ('Romeo and Juliet'), hopes and dreams.</li> <li>Builds students' understanding of the following key concepts – the events of a story can represent historical events, characters can represent particular people or sections of society (Caliban in 'The Tempest'), how to analyse the structure of a novel, and understanding extended metaphors.</li> <li>Key vocabulary: Allegory / allegorical; tyrant / tyrannical; rebellion; harvest; propaganda; ideology; cult of personality; treacherous; authoritarian intent; caricature; utopia / utopian; oppressive / oppression.</li> <li>Pupils will also have one lesson per fortnight that focuses on reading, oracy and literacy.</li> <li>Pupils will also have one lesson per fortnight that focuses on the explicit learning of grammar.</li> </ul>
<b>Maths</b>	<p>Numbers and the number system: Builds on prior knowledge from Y7 and introduces use of prime factorization. Calculating. Visualising and constructing. Understanding Risk One: An introduction to the basic concepts of probability.</p>	<p>Pattern Sniffing: Introduces use of nth term to develop understanding of sequences. Algebraic proficiency: tinkering: Builds on algebraic foundations from Y7. Links formed between algebraic skills and directed numbers. Indices Laws introduced. Understanding risk 1: Builds on earlier unit on understanding risk one. Allows opportunities to apply basic probability concepts to procedures.</p>	<p>Exploring Fractions, decimals and percentages: As this is taught in Y7 this is an opportunity to build. Emerging skills will be addressed through numeracy groups to ensure pre requisite skills are in place to allow progression through the topic. Proportional reasoning: Building on use of ratios. Formally setted groups allow opportunities for skills to be re visited where necessary or in some group mastery skills to be developed such as a:b:c style problems.</p>	<p>Investigating angles: Pre requisite skills previously taught in Y7 to be assessed through interactive quizzes. Any skills that require revisiting by a minority to be addressed through numeracy groups. Introduction of angles in all planes to allow progression through the topic. Opportunities to explore links between a variety of angle facts. Calculating with fractions, decimals, percentages:</p>	<p>Solving equations: Opportunities to build on prior knowledge of solving equations from Y7. Develop skills through introductions unknowns on both sides. Circulating space: Opportunities to solidify knowledge of perimeter and area of basic 2D shapes and develop this further into area and circumference of circles. Opportunities to develop understanding of volume of solids. Pupils will be given opportunities to apply previously taught algebra skills to shape problems to form and solve equations. Algebraic proficiency-visualising: Introduction of y=mx+c as the equal of a straight line. Use to draw straight lines and develop links to gradient and y-intercept.</p>	<p>Presentation of data: Further develop drawing and interpretation of graphs such as bar charts, dual bar charts, pictograms, line graphs and pie charts. Bivariate data on scatter graphs and form factors. Interpolating space: Opportunities to solidify knowledge of perimeter and area of basic 2D shapes and develop this further into area and circumference of circles. Opportunities to develop understanding of volume of solids. Pupils will be given opportunities to apply previously taught algebra skills to shape problems to form and solve equations. Algebraic proficiency-visualising: Introduction of y=mx+c as the equal of a straight line. Use to draw straight lines and develop links to gradient and y-intercept.</p>
<b>Science</b>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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)</p>	<p>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)</p>
<b>Core PE</b>	<p>Skills embedded into competitive situations. Timing of skill execution and why. Complex skills.</p>	<p>Skills embedded into competitive situations. Timing of skill execution and why. Complex skills.</p>	<p>Skills embedded into competitive situations. Timing of skill execution and why. Complex skills.</p>	<p>Skills embedded into competitive situations. Timing of skill execution and why. Complex skills.</p>	<p>Skills embedded into competitive situations. Timing of skill execution and why. Complex skills.</p>	<p>Skills embedded into competitive situations. Timing of skill execution and why. Complex skills.</p>
<b>Geography</b>	<p>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)</p>	<p>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)</p>	<p>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)</p>	<p>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)</p>	<p>Fragile World - This units looks at the global problems 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)</p>	<p>Fragile World - This units looks at the global problems 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)</p>
<b>History</b>	<p>Civil War - Students cover the breakdown of absolute monarchy and the emerging power of Parliament from the Gun Powder Plot through to the English Civil War and the Interregnum.</p>	<p>Empire and Slavery - links to Year 9 English/Drama - Novels 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.</p>	<p>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.</p>	<p>First World War (English/Drama - 1912) Students examine the background 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.</p>	<p>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.</p>	<p>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.</p>
<b>RE</b>	<p>Founders and leaders Moses, Martin Luther King, bus boycott and issues with racism</p>	<p>Founders and leaders Moses, Martin Luther King, bus boycott and issues with racism</p>	<p>Tribal religions</p>	<p>Religious Tolerance</p>	<p>Morality through Art (links to Art)</p>	<p>Morality through Art (links to Art)</p>
<b>French</b>	<p>What can you do in different parts of France? What is Toulouse like? What do I think about different activities? How will I get around Toulouse and why?</p>	<p>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'Esper?' Can I give opinions about my future trip?</p>	<p>How do I talk the time in French? How do I talk about subjects? How do I give opinions about subjects? What is a French school day like? What do French children eat for lunch? (links to nutrition and Food Tech)</p>	<p>Pascal de Bay - Le Chandelier. How do I talk about clothing? How do I compare different activities? Saying what you can and can't do and giving reasons why. Making excuses.</p>	<p>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)</p>	<p>A visit to a festival - la fete de la musique. Having a conversation to make arrangements for the visit.</p>
<b>Food</b>	<p>Food Basics - Cutting techniques and Equipment. H&amp;S in the kitchen. Using the oven and the hob. Practical: Fruit fusion, Ragu Sauce, Pizza</p>	<p>Etawel guide. Food contamination. Designing for dietary needs. Sensory Analysis. Practical: Savoury scones, Vegetable Curry, Cupcakes</p>	<p>Food Basics - Cutting techniques and Equipment. H&amp;S in the kitchen. Using the oven and the hob. Practical: Fruit fusion, Ragu Sauce, Pizza</p>	<p>Food Basics - Cutting techniques and Equipment. H&amp;S in the kitchen. Using the oven and the hob. Practical: Fruit fusion, Ragu Sauce, Pizza</p>	<p>Food Basics - Cutting techniques and Equipment. H&amp;S in the kitchen. Using the oven and the hob. Practical: Fruit fusion, Ragu Sauce, Pizza</p>	<p>Food Basics - Cutting techniques and Equipment. H&amp;S in the kitchen. Using the oven and the hob. Practical: Fruit fusion, Ragu Sauce, Pizza</p>
<b>Textiles</b>	<p>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 to 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.</p>	<p>Break an individual method of manufacture to produce their own cushion cover or tote bag design. Underrate 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.</p>	<p>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 to 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.</p>	<p>Break an individual method of manufacture to produce their own cushion cover or tote bag design. Underrate 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.</p>	<p>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 to 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.</p>	<p>Break an individual method of manufacture to produce their own cushion cover or tote bag design. Underrate 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.</p>
<b>IT</b>	<p>Operating Systems and Safety, Pupils will look at different user interfaces and how they work to support a range of hardware.</p>	<p>Cyber Security, pupils will look at number of areas including personal data, social engineering and collection of data by bots.</p>	<p>Connecting to the internet, pupils will look at what is required to connect to the internet and how an introduction into HTML coding</p>	<p>Python coding, pupils will develop their skills in coding and used a text based editor to solve problems and complete a Project</p>	<p>Python coding, pupils will develop their skills in coding and used a text based editor to solve problems and complete a Project</p>	<p>Animation project, pupils will develop their skills in 3D modelling and create their own animation using a range of skills.</p>
<b>Art</b>	<p>Emotions Unit: Exploring the use of colour using blending techniques. Work linked to abstract expressionism and music</p>	<p>Emotions Unit: 2D materials and techniques using a range of different materials and techniques.</p>	<p>Packaging/Food Unit: Observational drawing based on theme using formal elements</p>	<p>Packaging/Food Unit: 3D piece using artist influence. Studio and photoshop work</p>	<p>Aboriginal Unit: Techniques and processes based on aboriginal art work</p>	<p>Aboriginal Unit: Printing and exploring mark making techniques through the use of colour mixing.</p>
<b>Drama</b>	<p>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.</p>	<p>Remembrance, War and Conflict: Pupils to develop use of drama techniques in order to create emotional scenes related drama (English and History)</p>	<p>Stones: Peer pressure and introducing multi-role and proscenium. Pupils to develop drama skills in order to make an audience.</p>	<p>Children's Theatre: Scripted piece. Pupils to explore working with script. They will add 'taught' techniques in order to make an engaging performance.</p>	<p>"Wacky Soap" - Substance abuse. Pupils to explore characterisation in relation to personal development themes. (PSE)</p>	<p>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.</p>
<b>Music</b>	<p>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)</p>	<p>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.</p>	<p>Theme and Variation: Students will learn composition techniques to create their own Theme and Variations composition on their own or in pairs.</p>	<p>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, Jhapti, Alla, (Geography teaching about Development in India)</p>	<p>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.</p>	<p>Music of the Caribbean: Students will learn to perform Calypso and Reggae music as well as composing their own Caribbean song.</p>