

Year 8 Curriculum Overview

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
	<p>The Adventures of Sherlock Holmes by Arthur Conan Doyle</p> <ul style="list-style-type: none"> Explores key concepts such as scientific developments in the Victorian era, class divisions, the detective genre, and duality. Original texts of 3 short stories to increase reading demands. Students begin to make connections across texts, with a focus on key characters and themes. Key vocabulary: To enlighten; deduction / deduce; scandal; periodical; introspective; dual nature / duality; observation. Pupils will also have one lesson per fortnight that focuses on reading, oracy and literacy. Pupils will also have one lesson per fortnight that focuses on the explicit learning of grammar. 	<p>The Adventures of Sherlock Holmes by Arthur Conan Doyle</p> <ul style="list-style-type: none"> Explores key concepts such as scientific developments in the Victorian era, class divisions, the detective genre, and duality. Original texts of 3 short stories to increase reading demands. 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Develops students' ability to analyse extracts in detail, evaluate aspects of genre (is 'The Tempest' a comedy or a tragedy?), and synthesise knowledge of key characters in order to review their development across the whole text. Key vocabulary: Colonialism / colonialization; to usurp; temper; treason; calous; pathos; and nurture; tragically. Pupils will also have one lesson per fortnight that focuses on reading, oracy and literacy. Pupils will also have one lesson per fortnight that focuses on the explicit learning of grammar. 	<p>The Tempest, by William Shakespeare</p> <ul style="list-style-type: none"> Builds on the study of Shakespeare in Year 7, developing students' knowledge of the following concepts – the Elizabethan age of exploration, colonialism, nature versus nurture, the form of a comedy, subplots, soliloquy, monologue, Italian city states (links to 'Romeo and Juliet' at KS4), and duality (links to 'Sherlock Holmes'). 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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. Key vocabulary: Allegory / allegorical; tyrant / tyrannical; rebellion; harvest; propaganda; ideology; cult of personality; treacherous; authoritarian; caricature; utopia / utopian; oppressive / oppression. Pupils will also have one lesson per fortnight that focuses on reading, oracy and literacy. 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Maths	<p>Numbers and the number system: Builds on prior knowledge from Y7 and introduces use of prime factorisation. 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: Linking. Builds on algebra foundations from Y7. Links formed between algebraic skills and practical numbers. Indices: Laws introduced. Understanding Risk 1: Builds on earlier unit of understanding risk one. Allows opportunities to apply basic probability concepts to procedures.</p>	<p>Exploring fractions, decimals and percentages: As this unit is taught in Y7 this is an opportunity to build. Reasoning skills will be addressed through numerical groups to ensure pre requisite skills are in place to allow progression through the topic. Proportional reasoning: Building use of ratios. Forthrightly setted groups to allow opportunities for skills to be visited where necessary on 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 socrative quizzes. Any skills that require revisiting by a minority to be addressed through numerical groups. Introduction of angles in all polygons and angles on parallel lines roles. 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' Calculating 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 prisms. Pupils will be given opportunities to apply previously taught algebra skills to shape problems to form and solve equations. Algebraic proficiency: visualising: Introduction of the area 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. Plot bivariate data on scatter graphs. Use form of best fit to interpolate. Measuring data: Build on prior knowledge of Averages from a set of data and averages from frequency tables. Develop skills to find averages from grouped frequency tables.</p>
Science	<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. Forces: Air resistance including an investigation, moments, pressure in the atmosphere and liquids (geography) (RE). Energy: types of energy transfers, power ratings, domestic fuel bills and energy resources.</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. Forces: Air resistance including an investigation, moments, pressure in the atmosphere and liquids (geography) (RE). Energy: types of energy transfers, power ratings, domestic fuel bills and energy resources.</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. Energy including types and how it is transferred. Upgrade and closing the gap.</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. Energy including types and how it is transferred. Upgrade and closing the gap.</p>	
Core PE	<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>	
Geography	<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 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 unit 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 Y7) Looking at fragile environments, in particular food chains and webs)</p>	<p>Fragile World - This unit 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 Y7) Looking at fragile environments, in particular food chains and webs)</p>	
History	<p>The Stuarts and the English Civil War - Students cover the breakdown of absolute monarch 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 - 'Houset of Cards'. Students cover the development of the British Empire and its impact upon the wider world, explore the history of the development of the Trans-Atlantic Slave Trade. We look at different interpretations of African History, challenging Eurocentric 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 pre-Industrial rural to an urban society. They 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 the end of the war. 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>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 the end of the war. 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>	
RE	<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>	
French	<p>What can you do in different parts of France? What is a Sainte-Foy-Las-Lys like? Can I write home about my experience? What is your house like?</p>	<p>Where would you like to live? How do I feel the time in French? What is my opinion on school uniform?</p>	<p>What are French schools like? How do I feel the time in French? What is my opinion on school uniform?</p>	<p>How do I talk about my school subjects in French? How do we get primary school days?</p>	<p>How do I use opinions to describe what kind of music I like? How do I talk about French-speaking artists and groups? How do I invite someone to a music festival?</p>	<p>How do I describe a recent visit to a festival in French? How do I use past tense time expressions to say when I did something? How do I express my opinions in the past tense?</p>	
Design & Technology	<p>Analyse existing products through a mood board design. Research work from different companies. Understand different Timbers, Polymers and Metals. Create original Graphical Design elements through the reverse design process. Create 3rd angle orthographic drawings to develop & communicate ideas.</p>	<p>Students will complete the production of a desk tidy through the reverse design method. Learn the use and health & safety of polymer processing machines. Learn the use and health & safety of metal fabricating machines. Testing and evaluating a final outcome.</p>	<p>Analyse existing products through a mood board design. Research work from different companies. Understand different Timbers, Polymers and Metals. Create original Graphical Design elements through the reverse design process. Create 3rd angle orthographic drawings to develop & communicate ideas.</p>	<p>Students will complete the production of a desk tidy through the reverse design method. Learn the use and health & safety of polymer processing machines. Learn the use and health & safety of metal fabricating machines. Testing and evaluating a final outcome.</p>	<p>Analyse existing products through a mood board design. Research work from different companies. Understand different Timbers, Polymers and Metals. Create original Graphical Design elements through the reverse design process. Create 3rd angle orthographic drawings to develop & communicate ideas.</p>	<p>Students will complete the production of a desk tidy through the reverse design method. Learn the use and health & safety of polymer processing machines. Learn the use and health & safety of metal fabricating machines. Testing and evaluating a final outcome.</p>	
Food	<p>Practical- Fruit fusion, Ragù Sauce, Pizza</p>	<p>Sensory Analysis. Practical- Savoury scones, Vegetable Curry, Cakes!</p>	<p>Practical- Fruit fusion, Ragù Sauce, Pizza</p>	<p>Practical- Fruit fusion, Ragù Sauce, Pizza</p>	<p>Practical- Fruit fusion, Ragù Sauce, Pizza</p>	<p>Practical- Fruit fusion, Ragù Sauce, Pizza</p>	
Textiles	<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 appliqué. Students will then research into the 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>•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.</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 appliqué. Students will then research into the 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>•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.</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 appliqué. Students will then research into the 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>•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.</p>	
IT	<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, pupil 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 have 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>	
Art	<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. Sculpt and photoshop work</p>	<p>Abstract Unit: Techniques and processes based on abstract art work</p>	<p>Abstract Unit: Printing and exploring mark making techniques through the use of colour mixing.</p>	
Drama	<p>Choral Speaking and Movement: Horror. Pupils to develop understanding of key drama techniques in order to create tensions. 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 theme related drama. (English and History)</p>	<p>Stones: Peer pressure and introducing multi-role and proemics. Pupils to develop drama skills in order to impact on 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 theme. (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>	
Music	<p>Blues Music: Students learn the features of 12 Bar Blues which characterises it in 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>Bollywood 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, Jhor and Jhalla. (Geography teaching about Development in India)</p>	<p>Music Technology 2: Using a 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 Caribbean Reggae music as well as composing their own Caribbean song.</p>	