

## Year 8 Half Term 1 Curriculum

Subject	Half Term 1 – Topic/Summary of Powerful Knowledge
English	<p><u>Journeys of Discovery (Realistic Fiction):</u></p> <ul style="list-style-type: none"> <li>• The novel – plot, time, place and style</li> <li>• Verisimilitude – realism</li> <li>• First person narrative</li> <li>• Chronological narrative</li> <li>• Allegory – tenor, vehicle and ground</li> <li>• Introspection and cataloguing</li> <li>• Thesis statements</li> <li>• Active and passive voice</li> <li>• Conditional tense</li> </ul> <p>Main text: <i>Robinson Crusoe</i> (Defoe)</p>
Maths	<p><u>Ratio and scale</u></p> <ul style="list-style-type: none"> <li>• Understand the meaning and representation of ratio</li> <li>• Understand and use ratio notation</li> <li>• Solve problems involving ratios of the form 1 : n (or n : 1)</li> <li>• Solve problems involving ratios of the form m : n</li> <li>• Divide in a given ratio</li> <li>• Express ratios in their simplest integer form</li> <li>• Express ratios in the form 1 : n</li> <li>• Compare ratios and fractions</li> <li>• Understand pi as a ratio</li> <li>• Understand gradient as a ratio</li> </ul> <p><u>Multiplicative change</u></p> <ul style="list-style-type: none"> <li>• Solve problems involving direct proportion</li> <li>• Explore conversion graphs</li> <li>• Convert between currencies</li> <li>• Explore direct proportion graphs</li> <li>• Explore relationships between similar shapes</li> <li>• Understand scale factors as multiplicative representations</li> <li>• Draw and interpret scale diagrams</li> <li>• Interpret maps using scale factors and ratios</li> </ul> <p><u>Multiplying and dividing fractions</u></p> <ul style="list-style-type: none"> <li>• Represent multiplication of fractions</li> <li>• Multiply a fraction by an integer</li> <li>• Find the product of a pair of unit fractions</li> <li>• Find the product of a pair of any fractions</li> <li>• Divide an integer by a fraction</li> <li>• Divide a fraction by a unit fraction</li> <li>• Understand and use the reciprocal</li> <li>• Divide any pair of fractions</li> <li>• Multiply and divide improper and mixed fractions</li> <li>• Multiply and divide algebraic fractions</li> </ul>
Science	<p><u>Enquiry Process 2</u></p> <ul style="list-style-type: none"> <li>• Planning, analysing and evaluation</li> <li>• Evidence and sources</li> <li>• Critique claims and justify opinions</li> <li>• Practical Skills Lesson: Studying Cells</li> </ul>

	<ul style="list-style-type: none"> <li>• Risks and benefits</li> </ul> <p><u>Genes 1</u></p> <ul style="list-style-type: none"> <li>• Variation</li> <li>• Continuous and discontinuous KIP</li> <li>• Adapting to change</li> <li>• Practical Skills Lesson: Variation in seedlings</li> <li>• Adolescence</li> <li>• Reproductive systems</li> <li>• Fertilisation and implantation</li> <li>• Practical Skills Lesson: Calculating speed</li> <li>• Development of a fetus</li> <li>• The menstrual cycle</li> </ul> <p><u>Forces 2</u></p> <ul style="list-style-type: none"> <li>• Friction and drag</li> <li>• Squashing and stretching</li> <li>• Practical Skills Lesson: Calculating speed</li> <li>• Pressure in gases and liquids</li> <li>• Practical Skills Lesson: Investigating moments</li> <li>• Stress on solids</li> <li>• Practical Skills Lesson: Investigating moments</li> </ul> <p><u>Matter 2</u></p> <ul style="list-style-type: none"> <li>• Elements Atoms Compounds KIP</li> <li>• Practical Skills Lesson: Competition for oxygen</li> <li>• Chemical formula Polymers The periodic table Practical Skills Lesson: Competition for oxygen</li> <li>• The elements of group 1</li> <li>• The elements of group 7</li> <li>• The elements of group 0</li> <li>• Practical Skills Lesson: Purifying Rock salt</li> </ul> <p><u>Organisms 2</u></p> <ul style="list-style-type: none"> <li>• Gas exchange</li> <li>• Practical Skills Lesson: Purifying Rock salt</li> </ul>
History	<p><u>The British Empire –</u></p> <ul style="list-style-type: none"> <li>• What was the Empire?</li> <li>• Age of Exploration - Columbus, Henry Cabot</li> <li>• Case studies of America, India</li> </ul>
Geography	<p><u>Weather and Climate</u></p> <ul style="list-style-type: none"> <li>• Difference between weather and climate.</li> <li>• How to measure the weather</li> <li>• Factors affecting UK climate</li> <li>• Types of rain</li> <li>• Weather symbols and understanding the weather</li> <li>• High and low pressure systems</li> <li>• Extreme weather in the UK</li> <li>• Tropical storms and impacts on human beings.</li> </ul>
Spanish	<p><u>La dieta y la salud- Diet and healthy living</u></p> <ul style="list-style-type: none"> <li>• Talking about what you eat and drink.</li> <li>• Giving opinions on food and drink</li> <li>• Forming negative expressions</li> </ul>

	<ul style="list-style-type: none"> <li>• Describing an image</li> <li>• Ordering food in a restaurant</li> <li>• Using tu and Usted</li> </ul>
Art	<u>Perspective drawing</u> <ul style="list-style-type: none"> <li>• Architectural styles, periods and artists.</li> <li>• Links to Liverpool Architecture.</li> <li>• Contextual studies: Renaissance Art, Van Gogh, David Hockney and one point with various drawing media.</li> </ul>
Computing	<u>Computer Crime</u> <ul style="list-style-type: none"> <li>• Computer crime</li> <li>• Fraudulent emails</li> <li>• Showcasing graphics in a variety of ways</li> <li>• Understand how to minimise online theft</li> <li>• Understand a range of ways to use technology safely</li> </ul>
DT	<u>Key Rings</u> <ul style="list-style-type: none"> <li>• Understand the differences of thermosetting and thermoforming polymers and the environmental impact</li> <li>• Design and manufacturing through computer aided design and computer aided manufacture</li> <li>• Using tools and equipment safely in the workshop environment</li> <li>• Understanding working properties of timber and the different joining techniques</li> <li>• Applying different drawing techniques (freehand sketching/perspective/rendering/shading)</li> </ul>
Food Preparation & Nutrition	<u>Factors that affect food choices</u> <ul style="list-style-type: none"> <li>• Hydration</li> <li>• Allergens</li> <li>• Bacteria source and symptoms of E-coli and salmonella, staphylococcus aureus, campylobacter, bacillus, preventing cross contamination/cause of food poisoning</li> <li>• Smoothies</li> <li>• Sesame noodles</li> <li>• Salt and pepper chicken</li> </ul>
Drama	<u>Greek Theatre</u> <u>Movement</u> <ul style="list-style-type: none"> <li>• Moving in unison to create meaning</li> <li>• Introduction to physical theatre</li> </ul> <u>Voice</u> <ul style="list-style-type: none"> <li>• Chanting</li> <li>• Soundscape</li> <li>• Choral Speaking</li> </ul> <u>Evolution of Theatre</u> <ul style="list-style-type: none"> <li>• Aristotle's Poetics</li> <li>• Early conventions</li> <li>• Amphitheatres</li> <li>• Role of the Chorus</li> </ul>
Music	<u>Musical Elements and Theory-Listening to and describing music</u>

	<ul style="list-style-type: none"> <li>• Dynamics are symbols and Italian terms that indicate the volume of music.</li> <li>• Symbols we use to describe dynamics; pp, p, mp, mf, f, ff.</li> <li>• Italian terms we use to describe dynamics; pianissimo, piano, mezzo piano, mezzo forte, forte, fortissimo, crescendo and decrescendo.</li> <li>• Tempo is the speed of a piece of music.</li> <li>• Italian terms we use to describe tempo; lento, adagio, largo, moderato, andante, allegro, vivace and presto.</li> <li>• The four families and the instruments in each family; strings, woodwind, brass and percussion.</li> </ul>
PE	<p><u>Development of skill and tactics in one of the following sports netball, gymnastics, swimming badminton athletics.</u></p> <ul style="list-style-type: none"> <li>• Benefits of a health active lifestyle</li> <li>• Understanding of resilience</li> <li>• Importance of a warm up.</li> <li>• Understanding of fitness level and the different training methods that improve your fitness (Interval, fartlek, circuit).</li> </ul>
RE/PSHE	<p><u>Living Your Best Life</u></p> <ul style="list-style-type: none"> <li>• Students will explore Human Rights and think about how their lives are affected by the UNDHR.</li> <li>• Students will consider happiness and what makes us happy, they will explore how happiness is linked to how we make decisions.</li> <li>• Students will begin to consider the concept of morality.</li> </ul>