



2024-25 Year 8 Curriculum Plan

Subject	Autumn Term	
Art	<u>Photorealism</u> Pupils will look at the photorealist artist Sarah Graham. They will look at perspective and composition. They will develop tonal and painterly techniques whilst realising their own confectionary outcome. Oil pastels on dark background will be explored. Art History Module Students will look at Art through time and see how the invention of the camera affected Art.	
Computing	Vector graphics:- This unit offers learners the opportunity to design graphics using vector graphic editing software. By the end of the unit learners will have produced an illustration, a logo, or some icons using vector graphics. The lessons are tailored to Inkscape (inkscape.org), which is open source and cross-platform, but the resources should be readily adaptable to any vector graphics editor. Python Programming I:- This unit introduces learners to text-based programming with Python. The lessons form a journey that starts with simple programs involving input and output, and gradually moves on through arithmetic operations, randomness, selection, and iteration. Emphasis is placed on tackling common misconceptions and elucidating the mechanics of program execution.	
Drama	<u>Choral speaking and hot seating</u> Students will learn how to use their voice-pitch, tone, pace and volume through choral speaking. They will develop their use of unison and cannon action and work towards performing a poem as an ensemble. Students will take on a second script to cement and develop their use of choral speaking, cannon and unison. Students will learn what hot seating is and the different ways it can be used in performance and during the devising process.	<u>Script</u> Students will learn lines from a variety of given play extracts, consider the importance of clear stage directions and learn how to implement them. Students will learn about performance rights and the importance of maintaining the writers intention. Students will consider how set, sound lighting and costume could enhance their performance. Students will learn how to operate stage lighting and will complete a technical rehearsal where they operate lighting and sound for each others performances.



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	Students will use the poem 'One for the road' to explore characters and make decisions. They will create a performance based on the poem that demonstrates students prior knowledge of techniques and how to apply them effectively in performance.	
English	<p>Finding our own voice.</p> <p>What makes us unique?</p> <p>How can we celebrate our individuality?</p> <p>The Power of Rhetoric</p> <p>How rhetoric has powered conflict through time. Students will increase their knowledge of rhetorical 'flowers' with a focus on how rhetoric can drive conflict.</p>	<p>Finding our own voice.</p> <p>What makes us unique?</p> <p>How can we celebrate our individuality?</p> <p>The Power of Stories</p> <p>A study of how stories can show us who we are and how they can force us to question our own ideas and prejudices.</p>
Geography	<p>Africa – Is this the Continent of Contrasts?</p> <p>Students explore the vast continent of Africa, starting with mapping the physical and human landscape of the continent, moving onto common misconceptions and causes of development issues. We then focus into the Horn of Africa region, with a focus on Somali pirates, fairtrade and climate, desertification and the Sahel. Students will then read the inspirational story of The Boy who Built the Windmills to save his Malawi village from famine. Students will undertake a longer project which will be presented to their peers in this unit</p>	
History	<p>The Industrial Revolution - Exploring the significance of technological development in Britain, the impact on the landscape and life.</p> <p>Ordinary life in 19th Century Britain - Studying how the Industrial Revolution led to change and continuity in the lives for ordinary people.</p>	



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	The Reformation - Investigating the significance of the break from Rome for our local area using historical sources. Exploring multiculturalism in Tudor society.		
Maths	Sequences Graphical representations Sets and Probability Equations Angles in polygons		
Music	Introduction to the Year 8 course Elements of Music - focus on tempo, dynamics, rhythm and melody, harmony and style Development of keyboard skills and notation 2	Understanding chords - introduction to Band Skills An introduction to the bass guitar Instruments in the Orchestra – focus on the string family	Music Technology and sequencing - adding music to an advert Masters of Music - Bach
RE	How should we treat our neighbours? Christianity Who are the sons and daughters of Abraham? Christian/Judaism/Islam		
Science	<i>Electricity & Magnetism</i> Static electricity and electrical circuits in series and parallel are taught first. Students then investigate magnetic fields, electromagnets and how motors work	<i>Organisms</i> Students build on what they learnt about in the year 7 cells topic and learn about organs within the digestive and respiratory systems.	<i>Chemical Reactions</i> The history of the atom and an introduction to electron configuration. Elements and compounds with formula. Simple chemical reactions including exothermic and endothermic reactions



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Spanish	<p>Students will know: A large variety of key verbs and the rules for conjugating regular verbs into past tense.</p> <p>Students will know how to: conjugate verbs into past tense to be able to describe events in the past and compare what people did.</p>		
Technology DT	<p>Development of D & T principles: Pupils in year 8 did not have DT last year so the design cycle will be covered in a similar format to year 7 but in a progressive model. Introduction to Health and safety, writing a design brief and specification, research skills looking into design movements (art deco) and the properties of timbers.</p> <p>Practical application:</p> <p>Pupils will learn measuring and marking out processes and how to use a tenon saw and bench hook.</p>		
Technology Food	<p>Year 8 did not do any food technology last year so they will be following a similar structure as year 7 in order to build the fundamental skills for working in food technology.</p> <p>Health and safety</p> <p>Hygiene in the kitchen</p> <p>Principles of nutrition (eatwell guide)</p> <p>alternative diets and dietary needs</p>	<p>Hygiene routines (washing up and keeping the kitchen clean)</p> <p>safety routines</p> <p>cutting boards</p> <p>cutting skills (bridge and claw method)</p>	
PSHE	<p>Drugs and Alcohol</p> <p>Community and Careers</p>		
PE	<p style="text-align: center;"><u>Rotation 1: Rugby, Netball and Basketball</u> (6 x lessons of each)</p> <p>Students will continue to explore the three strands of;</p> <p>Healthy Body; developing some advanced practical invasion games skills of passing over distance, receiving the ball one handed or with different parts of the body, outwitting an opponent with different methods, advanced footwork, defending using different techniques and advanced shooting</p> <p>Healthy Mind; explaining the three stages and benefits of a warm up, the different types of movement available at a joint and the rules, regulations and key points of how to perform skills and tactics in rugby, netball and basketball</p>		



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	Healthy Relationships; students will take on leadership roles in lesson and develop manners and respect when working with others
	<p style="text-align: center;"><u>Rotation 2: Football, Handball and Gymnastics</u> (6 x lessons of each)</p> <p>Students will continue to explore the three strands of;</p> <p>Healthy Body; practical invasion games skills as above and aesthetic gymnastics skills including advanced skills and vaulting</p> <p>Healthy Mind; understanding the role of the skeleton and the rules, regulations, tactics and key points of how to perform skills in football, handball and gymnastics</p> <p>Healthy Relationships; students will continue to take on leadership roles in lesson and develop communication skills when working with others</p>

	Spring Term	
Art	<p><u>Architecture</u></p> <p>The theme of Architecture is explored with pupils moving towards the artist Iñaki Aliste Lizarralde, an ex-interior designer turned illustrator. They will re-visit scale and proportion, this time from a bird's-eye view perspective looking closely at the floor plans of their favourite TV Shows. They will create their own pop-up paper sculpture interior room with a focus on individuality.</p>	
Computing	<p>Layers of computing systems:- This unit takes learners on a tour through the different layers of computing systems: from programs and the operating system, to the physical components that store and execute these programs, to the fundamental binary building blocks that these components consist of. The aim is to provide a concise overview of how computing systems operate, conveying the essentials and abstracting away the technical details that might confuse or put off learners.</p> <p>Developing for the web:- In this unit, learners will explore the technologies that make up the internet and World Wide Web. Starting with an exploration of the building blocks of the World Wide Web, HTML, and CSS, learners will investigate how websites are catalogued and organised for effective retrieval using search engines. By the end of the unit, learners will have a functioning website.</p>	
Drama	<p>Script writing</p> <p>Students will write a scene for an ending to a given script. Students will learn how to add clear stage directions and then</p>	<p>Movement Theatre</p> <p>Students will be introduced to movement theatre. They will learn about stereotypes- the pro's and cons.</p>



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	<p>give their script to another group to perform. Students will peer assess if their intentions as writers were met and identify their successes and areas for development.</p>	<p>They will learn how movement theatre can help move along a story in a short amount of time.</p> <p>Students will focus on their physical actions and gestures and consider the pace of the performance to reflect character emotion. Students will be able to convey sections of a given scenario through movement only that is understood by an audience.</p>
<p>English</p>	<p>Finding our own voice.</p> <p>What makes us unique?</p> <p>How can we celebrate our individuality?</p> <p>The Power of Stories</p> <p>‘Frankenstein’, The Play Script</p> <p>A focus on how the monster is rejected and the resulting tragedy.</p> <p>Learn the conventions of stagecraft and how a play is different to a novel.</p>	<p>Finding our own voice.</p> <p>What makes us unique?</p> <p>How can we celebrate our individuality?</p> <p>Literature as Art</p> <p>Opening Doors to Creative Writing’ Developing a creative writing style by studying the works of some of the most influential authors from the 19th and 20th Century</p>
<p>Geography</p>	<p>Asia - Will this Continent Take Over the World?</p> <p>During this unit, students start by mapping the physical, human and political maps of Asia. The theme focuses on globalisation and trade, exploring Asia’s superpowers, TNC’s and megacities. Students explore the importance of industrialisation and textiles, the power struggle of North Korea, population control methods, India receiving global aid and Japan’s war to protect against natural hazards. Finishing this unit delving into the Middle East, fossil fuels and sustainability. Students will have the opportunity here to undertake fieldwork in more detail here, learning presentation techniques.</p>	
<p>History</p>	<p>The Royal Rollercoaster - Examining the causes and consequences of the transition of power from monarch to government.</p> <p>The Transatlantic Trade in Enslaved People - Exploring the causes of the trade in enslaved people and the consequences of slavery for the people who were enslaved.</p>	



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	Case Study: Diary of an enslaved person - An opportunity to undertake personal research focusing on your chosen area of the life of an enslaved person. Class led instruction to complete your case study.	
Maths	<p>Fractions and Percentages</p> <p>Multiplying and Dividing Fractions</p> <p>Angles in parallel lines</p> <p>Constructions</p> <p>Statistical representations</p>	
Music	<p>Elements of Music - focus on tempo, dynamics, rhythm and melody, harmony and style</p> <p>Blues Music</p> <p>Music Technology – adding bass lines and melodies to chords</p>	<p>Scales – major, minor and chromatic</p> <p>Theme and Variations</p> <p>Masters of Music - Haydn</p>
RE	<p>What is the purpose of Life? Hinduism</p> <p>Do we need to suffer? Buddhism</p>	
Science	<p><i>Interdependence:</i></p> <p>Students study the ecosystem around them and the interdependence of organisms. Photosynthesis by producers and energy flow through food chains including toxic food webs follow on. Decay of organisms and predator and prey populations finish off the topic</p>	<p><i>Waves</i></p> <p>A look at the properties of sound and light waves, comparing their similarities and differences. The eye and ear structures and functions</p>
Spanish	Students will know: What reflexive verbs are, why and how they are used.	



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	Students will know how to: use reflexive verbs appropriately along with time to describe daily routines and talk about their daily lives, as well as be able to narrate events in the past and present	
Technology DT	Development of D & T principles: Development sketching and communication for individual designs (manufacturing plans), realising of designs unique to them, independent working using a greater range of tools and equipment.	
Technology Food	<p>Energy & nutrients</p> <ul style="list-style-type: none"> • Energy, sources in the diet, changes through life and energy balance. • Protein, sources in the diet, recommendations and protein complementation. <p>Choice, young people's dietary needs and school food standards.</p>	<p>Using the hob safely</p> <p>Using the oven safely</p>
PE	<p><u>Rotation 2: Football, Handball and Gymnastics</u> (6 x lessons of each)</p> <p>Students will finish Rotation 2 during the first half of Spring term.</p>	
	<p><u>Rotation 3: Table tennis, OAA and HRF</u> (4 x lessons of each)</p> <p>Healthy Body; practical skills of selecting and applying a range of core and advanced shots in table tennis, team building and problem solving in OAA and how to measure different components of fitness and apply the principles of training within HRF</p> <p>Healthy Mind; understanding the components of fitness and principles of training and the rules, regulations, tactics and key points of how to perform skills in Table Tennis.</p> <p>Healthy Relationships; students will further develop the qualities of developing empathy and resilience when working with others in a range of scenarios</p>	
PSHE	<p>Discrimination</p> <p>Human and Animal Rights</p>	



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	<p>Discrimination and Extremism</p> <p>Racism and Religious Discrimination</p> <p>Sexism and Gender</p> <p>Wellbeing</p> <p>What is Mental Health?</p> <p>Coping Strategies</p> <p>Mental Illness</p> <p>Wellbeing Influences</p> <p>First Aid</p>
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	Summer Term	
Art		
Computing	<p>Mobile app development:- Today, there's an app for every possible need. With this unit you can take learners through the design and development process of creating their own mobile app, using App Lab from code.org. Learners will explore design techniques, understand how hardware components can improve user experience and safety, before developing a working app</p> <p>Representations from clay to silicon:- Humans use symbols to record, process and transmit information. Introduce binary digits to your learners as the symbols computers use to perform these tasks and focus on the representation of text and numbers.</p>	
Drama	<p>WW2</p> <p>Students will start by researching WW2. They will learn about different groups of people at that time and the changes to life the war brought. Students will use their research to create characters and link them as a</p>	<p>Trestle Masks</p> <p>Students will use their prior knowledge of physical character to create a performance using a mask.</p>



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	group. Students will put together an ensemble performance devised completely by them.	They will develop a character and story based on the emotion of the mask.
English	<p>Finding our own voice.</p> <p>What makes us unique?</p> <p>How can we celebrate our individuality?</p> <p>Literature as Art</p> <p>‘Inspirational Poetry’</p> <p>Appreciating the beauty of the written word through the study of poetry and its conventions.</p>	<p>Finding our own voice.</p> <p>What makes us unique?</p> <p>How can we celebrate our individuality?</p> <p>Animal Farm</p> <p>Learning about the importance of a free and democratic society and how to identify propaganda and oppressive leadership through the study of George Orwell’s Animal Farm</p>
Geography	<p>South America - Is this the Most Valuable Continent?</p> <p>During the final Year 8 unit, students will have the opportunity to explore South America’s history, through colonialism and mapping the continents' physical landscapes and biomes. This will link to Brazil and its natural resources available, exploring Chico Mendez, inequality in Brazil, exploring life in favelas and tribal life in the Amazon rainforest. Moving away from Brazil students will explore fascinating places; Easter Island, Machu Picchu, and the idea of how we can safeguard this amazing continent. At the end of this unit, students will spend time completing a microclimate fieldwork, collecting, presenting and writing up their findings.</p>	
History	<p>Social Protest in Britain - Investigating the effectiveness of protest in achieving change, examining the fight for the vote in the 19th and early 20th Century.</p> <p>Civil Rights Movement in America - Exploring whether peaceful or militant protest is more effective through the lens of the black equality protests in 20th Century America. Examining the causes of inequality in America and the consequences of the Civil Rights Movement.</p> <p>The Renaissance - Investigating the changes and continuity in society, technology and beliefs as a result of the enlightenment movement during the Renaissance period.</p>	
Maths	<p>Indices</p> <p>Area of trapezia and circles</p>	



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	<p>Ratio</p> <p>Scatter graphs</p> <p>Transformations</p>	
Music	<p>Elements of Music - focus on tempo, dynamics, rhythm and melody, harmony and style</p> <p>Hooks and Riffs</p> <p>Indian Music</p>	<p>Instruments in the Orchestra – focus on the brass family</p> <p>Masters of Music - Mussorgsky</p>
RE	<p>What beliefs are central to Christianity?</p> <p>What is the point of my life? Thematic</p>	
Science	<p><i>Earth's Resources</i></p> <p>The three types of rock and the rock cycle are studied, linking to work undertaken in Geography. Students then study reactivity of metals, displacement and extraction of metals. Production of carbon dioxide by humans, climate change and recycling issues conclude this module</p>	<p><i>Variation and Evolution</i></p> <p>This module introduces students to variation and genetics. Students briefly study the fossil record, evolution by natural selection and extinction</p>
Spanish	<p><i>Students will know:</i> How the word “para” is used. They will also know what demonstratives and comparatives are. They will also know what the irregular verb “ir” looks like when used in past tense and how to use it.</p> <p><i>Students will know how to:</i> Use “para”, demonstratives and comparatives to be able to compare things. They will also know how to use the past tense of the verb “ir” to describe where people went.</p>	
Technology DT	<p>Development of D&T principles: evaluation techniques and future developments. Introduction to structures.</p>	



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<p>Technology Food</p>	<p>Food science 1 including a mini food science experiment</p> <ul style="list-style-type: none"> ● How does food work? <ul style="list-style-type: none"> ○ Looking at how ingredients interact with each other ○ Why do we cook food? ● Food science experiment <ul style="list-style-type: none"> ○ How do ingredients work? <p>If we change an ingredient in a recipe, how does this affect the finished product?</p>	<p>Planning an experiment</p> <p>Researching topics</p>
<p>PSHE</p>	<p>Digital Literacy</p> <p>Keeping Safe Online</p> <p>Online Communication</p> <p>Social Media</p> <p>Gambling Hooks</p> <p>Fake News</p> <p>Identity and Relationships</p> <p>Sexual Orientation</p> <p>Healthy Relationships</p> <p>Sex and Consent</p> <p>Sexting</p> <p>Stalking</p>	
<p>PE</p>	<p style="text-align: center;"><u>Rotation 4: Athletics</u> (6 x lessons of each)</p> <p>Healthy Body; practical athletics skills, including advanced techniques to generate power into jumps and throws and pacing to run for distance.</p> <p>Healthy Mind; explaining the short-term effects of exercise and key points of how to perform correct technique within different athletics events.</p>	



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	<p>Healthy Relationships; students will focus on the qualities of developing communication when feeding back to a partner on technique</p>
	<p style="text-align: center;"><u>Rotation 5: Rounders, Tennis and Cricket</u> (4 x lessons of each)</p> <p>Healthy Body; introduction of more advanced practical skills of batting, bowling, fielding, serving, forehand and backhand shots and rallying within the different sports.</p> <p>Healthy Mind; explaining the long term effects of exercise and key points of how to perform correct technique within rounders, cricket and tennis</p> <p style="text-align: center;">Healthy Relationships; students will develop the qualities of cooperation within team sports and when working with others 1-1</p>