

Year 8 Long Term Curriculum Plan

Derby Cathedral School

	Half term 1 Learning Overview	Half term 2 Learning Overview	Half term 3 Learning Overview	Half term 4 Learning Overview	Half term 5 Learning Overview	Half term 6 Learning Overview
<b>Art</b>	<b>Tone and Colour recap</b> Working with different media Artist study of Georgia O’Keefe Pepper outcome with 3 different media. (oil pastel, crayon and water colour)	<b>Still life drawing from observation</b> Using primary sources: natural and manmade objects Analyse work linking to vanitas Exploring a range of media: paint, water colour, oil pastels and chalk	<b>Still life drawing from observation</b> Exploring a range of media: paint, water colour, oil pastels and chalk <b>Digital Art:</b> using a computer to create art	<b>Pen work pattern and ornamentation</b> Alex Konahin: exploring patterns, symbols and ornamentation Using secondary sources: insects, wild animals, human anatomy Zentangles	<b>Cultural Art</b> African mask project: card and paper based.	<b>Cultural Art</b> Land Art Mexican tin art (hojalata)
<b>Computing</b>	<b>BAFTA Young game designer Award – Developing a game concept</b>  •Game Research •Game remix and ideas capture •Interaction development •Progression Planning and Development •Key Art •Review and evaluate	<b>Rebranding</b> • Introduction to Branding • Target audience and brand review • Typography • Logo Development •Label Development • Packaging	<b>Data representation and storage</b> • Binary representation, • Hexadecimal • ASCII/Unicode • How binary is used to represent images and sound	<b>Implementation and application of Data representation</b> • Cryptography • Bletchley park • Encryption • Moore’s Law • Malware and Cyber Security • Hacking & Unauthorised access	<b>Small Basic</b> • Operators and properties • Variables •Mathematical operators • Loops and iteration	<b>Careers opportunities in Computing Networks &amp; Network Security</b> • Area Networks • Network Hardware • Connection Methods •Network Topologies
<b>Design Technology</b>  <b>Carousel</b>	<b>1: Graphics Celebration kits</b> Disassembly of existing products Festivals and celebrations Sensory analysis Costing pre- portioned vs homemade Contexts and users	<b>1: Graphics Celebration kits</b> Typography Labelling legislation Production plans- photo Testing of outcomes Quality control Printing processes Registration marks	<b>1: Food Nutrition and Health</b> Macronutrients: Protein, carbohydrates and fats. Micronutrients: Vitamins and minerals.	<b>1 :Food Food Choice</b> Factors affecting food choice Seasonality	<b>1: RM Photograph/picture frame</b> Design movements – Pop Art 2D Design – drawing designs Timber joint uses - Half lap joint Vacuum forming Laser cutting Fixing methods	<b>1:RM Design movement clock</b> Target audience Learning aids to help with time Product analysis Design skills Iterative design process Selecting materials and processes Orthographic drawings Assembly drawings
<b>Drama</b>	<b>Introduction to Drama</b> As drama is new to the curriculum at DCS, this first SoW aims to introduce the subject to students, developing their understanding and their confidence in performing.		<b>Physical Theatre</b> Students explore physical theatre, and then recreate the story of Orpheus and The Underworld using these skills. Students explore narration.		<b>Shakespeare</b> Students will explore the story of A Midsummer Night’s Dream and act out part of the script. They will also use their knowledge of the play to devise a missing scene.	

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<p><b>English</b></p>	<p><b>Novel: The Hunger Games – Susanne Collins</b> Pupils will study this novel in order to focus on conventions of a novel (character/theme/setting) and allow them to study allegory as a way of communicating meaning.</p>	<p><b>Viewpoints and Perspectives: Rights and Responsibilities</b> Pupils will study a range of written and spoken texts with a key theme of Rights and Responsibilities.. There will be an opportunity to explore a range of groups within their own society and school.</p>	<p><b>Shakespeare - Macbeth</b> The whole text study with reflection upon the theme of Heroes and Tyrants - revisiting excerpts from other plays. Understanding of the genres Shakespeare uses and help pupils understand links in theme/language/form/structure.</p>	<p><b>Poetry: Conflict</b> This unit will look at how different types of conflict are explored through poetry. This will enable them to cover a range of poetic forms, structure and devices brought together under a tight theme.</p>	<p><b>Creative Writing – Crime Fiction</b> Pupils will study the ‘crime fiction’ genre and its conventions The unit is primarily a writing unit but will also prepare them for the prevalence of this genre at GCSE and widen their experience of different genres within literature.</p>	<p><b>Year 8: Gothic Lit 19<sup>th</sup> C– Dracula (Playscript)</b> This unit will build on their understanding of horror (Y7) but will specifically focus on ‘The Gothic’ in depth. The use of this form will also broaden the type of text they experience.</p>
<p><b>Geography</b></p>	<p><b>Population Growth</b> Population patterns in LICs, NEEs and HICs Demographic Transition Model (DTM) Scattergraphs and population pyramids Case studies of contrasting policies in China and Bangladesh</p>	<p><b>Migration</b> Push and pull factors Link back to globalisation – potential for exploitation Case study – Mexico to USA – link back to stereotypes (Y7)</p>	<p><b>Natural Hazards</b> Weather hazards – link back to weather (Y7) Tectonic hazards – primary and secondary effects, immediate and long term hazards. Include contrasting case studies that differ to those in KS4</p>	<p><b>Plate tectonics</b> Linking back to previous topic – look at volcanoes and earthquakes Evidence for plate tectonics Continental Drift Case studies of contrasting countries – Japan and Thailand. Link to how effects and responses differ between HICs and LICs / NEEs.</p>	<p><b>River Landscapes</b> How rivers shape the landscape Features and processes of upper, middle and lower courses Erosion, transportation and deposition Flooding and flood management strategies Case study examples from the UK – Boscastle and Sheffield</p>	<p><b>Coastal Landscapes</b> Link back to rivers Factors that shape coastlines Landforms of erosion and deposition Transportation of material Coastal management strategies Case study in the UK Holderness / Medmery Link back to tourism</p>
<p><b>History</b></p>	<p><b>English Civil War –</b> Students will learn why 17<sup>th</sup> Century England was at war with itself and why King Charles I lost his head –literally.</p>	<p><b>The British Empire</b> A focused look at how Britain became a global superpower and what the consequences were for Britain and its empire.</p>	<p><b>The slave trade.</b> A detailed enquiry into the causes and consequences of the transatlantic slave trade.</p>	<p><b>The Enlightenment and age of revolutions.</b> A chance to look at this fascinating period of British and European history and discover why Derby was so important to the enlightenment. Students will also have the chance to learn about Joseph Wright of Derby.</p>	<p><b>The Industrial Revolution</b> How did Britain transform itself from an agricultural society to an industrial powerhouse and what was the impact on Derby and the people who live there?</p>	<p><b>What can we learn about life in Victorian Britain from the crimes of Jack the Ripper?</b> A focused enquiry into one of the most infamous murderers in British history. Can we solve the mystery of who Jack the Ripper actually was?</p>
<p><b>Mathematics</b></p>	<p><b>Proportional Reasoning</b> Ratio and scale Multiplicative change Multiplying and dividing fractions</p>	<p><b>Representation</b> Working in the Cartesian plane Representing data Tables and probability</p>	<p><b>Algebraic Techniques</b> Brackets, equation and inequalities Sequences Indices</p>	<p><b>Developing Number</b> Fractions and percentages Standard index form Number sense</p>	<p><b>Developing Geometry</b> Angles in parallel lines and polygons Area of trapezia and circles Symmetry and reflection</p>	<p><b>Reasoning with Data</b> The data handling cycle Measures of location</p>
<p><b>Modern Foreign Languages</b></p>	<p><b>We are experts</b> Revisiting the grammar, topics and vocabulary from Year 7. PENPALS</p>	<p><b>My House</b> Describing our house, bedroom, chores and our dream home.</p>	<p><b>My Local Area</b> Discussing our local area, what there is to see/do, how to get around, plans for the weekend, contrasting Derby in the past with now and comparing Derby to Spanish cities.</p>	<p><b>Fashion Addicts</b> Discussing our shopping habits and learning how to cope out and about in a Spanish-speaking town. Researching fashion tendencies in the Hispanic world and comparing them to ours.</p>	<p><b>My Holidays</b> Introduction to the preterite tense. Talking about where we went, what we did and what our holiday was like. Using the present and preterite together to describe an amazing holiday.</p>	<p><b>Finally the Holidays</b> Making travel and holiday plans. Describing past holidays and talking about where we’d love to go in the future.</p>

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<b>Performing Arts</b>	<b>Jazz Music (Fusions)</b> Performance of Cantaloupe Island and composition based on improvised ideas.	<b>Film Music</b> Performance of a leitmotif, and composition based on a film clip.	<b>Minimalism</b> Performance of clapping music, In C and composition based on minimalist techniques.	<b>Ground Bass</b> Performing ground bass, performing a melody, performing in ensemble, creating a composition.	<b>Ukulele Skills</b> Students perform and compose their own music, testing their listening and group work skills.	<b>Band Skills 2</b> Students perform a popular song in ensemble, learning each aspect on a variety of instruments
<b>PE</b>	<b>Throughout Y7 students will develop a deeper knowledge and understanding of:</b> Basic skill development – Physical, cognitive and knowledge based curriculum; understanding of lifelong participation, health and fitness concepts; preventing injury through understanding the need to warm up before sport; anatomy and physiology introduction – bones and muscles.					
	<b>Handball (B) Netball (G)</b>	<b>Basketball (B) Gym and Dance (G)</b>	<b>Football (B) Basketball (G)</b>	<b>Table tennis and Badminton</b>	<b>OAA and Basketball</b>	<b>Athletics and Rounders</b>
<b>PSHE</b>	<b>Drugs and alcohol</b> Alcohol and drug misuse and pressures relating to drug use. Associated First aid.	<b>Discrimination</b> Racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia.	<b>Internet safety and awareness</b> Equality of opportunity in careers This unit covers how to be safe online and the dangers of grooming, manipulation and selfies.	<b>Developing me UNIFROG 2</b> Continuing from year 7 developing the pupils knowledge of careers subjects and labour market information	<b>Relationships, Identity and FGM</b> This unit covers healthy relationships, sexual and gender orientation and FGM	<b>Mental Health and well being</b> This unit covers attitudes around mental health, the promotion of well being, helpful and unhelpful coping strategies.
<b>Religious Education</b>	<b>Unit 1: Respect, Tolerance &amp; Understanding</b> <i>To understand the value of respect in a diverse society</i> The Golden Rule of world faiths. Gandhi – non-violence (Ahimsa). Combatting racism – MLK / Rosa Parks / civil rights	<b>Unit 1: Respect (continued)</b> Courageous advocacy. Martyrs: Disciples/Kolbe /Romero/Masemola. Is dying for your faith or beliefs as a martyr pointless? <b>Unit 2: Jesus</b> <i>To explore what is so radical about Jesus,</i>	<b>Unit 2: Jesus (continued)</b> What did Jesus look like? What did he say / do? (parables / miracles). Who was he? Incarnation. Death & Resurrection. Sin / salvation / eternal life What is more important, what Jesus said or what he did?	<b>Unit 3: Belief &amp; The Environment</b> <i>To explore how belief has an impact on responsibly for the planet.</i> How are humans caring for / destroying the environment? Stewardship & responsibility	<b>Unit 3: Belief &amp; The Environment (continued)</b> Creation stories Impact of belief on behaviour Kibbutzim / St Francis / Gandhi / Bishnoi Do you have to believe in God to care for and look after the environment properly?	<b>Unit 4: Pilgrimage</b> <i>To explore why people travel to holy sites</i> What is Pilgrimage? Why is place important? Why go? What is happiness? Muslim/Christian/Jewish/Sikh/Hindu sites. Should pilgrimage be compulsory in all religions?
<b>Science</b>	<b>Organisms</b> Breathing Digestive system <b>Forces</b> Contact forces Pressure	<b>Matter</b> Periodic table Elements <b>Ecosystems</b> Respiration Photosynthesis	<b>Electromagnets</b> Electromagnets Magnets <b>Reactions</b> Chemical energy Types of reaction	<b>Genes</b> Evolution Inheritance <b>Energy</b> Work Heating and cooling	<b>Earth</b> Climate Earth resources	<b>Waves</b> Wave effects Wave properties <b>Revision</b> End of year assessment