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|  | **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** |
| **Art** | **Reptile Tonal Study**  Students will record an accurate observation of a reptile, developing Shape and Form with correct proportion whilst exploring Herpetology- the study of amphibians and reptiles. | **Jay Manchand- Watercolour Study**  To record an accurate observation of a reptile, developing Watercolour skills with correct tonal values whilst exploring the style of artist Jay Manchand. | **Oil Pastel Study**  To embed and apply a good understanding of Colour Theory through the medium Oil Pastels. To develop techniques and processes within applying Texture, detail and Mark-making. | **Lino Print**  To record an accurate observation of a Leaf or flower on Lino, developing Printing skills with control, whilst exploring themes of Natural Forms. | **Cactus Tonal Study**  To progress in understanding of Tone, how it can be developed with greater control and why it is important when recording observations to create realism and depth. | **Artist Study/Collage**  To develop an understanding of collage and the process of Composition through the theme Natural Forms. To develop an understanding of the visual work by artist Clare Young. |
| **Computing** | **Programming with Game maker**  Pupils will be introduced to the GameMaker Game Editor/programming environment and begin by reverse engineering an existing game. They will then progress to planning and developing their own games, learning to incorporate variables, events and actions, and making use of object-orientated programming techniques. | **Networks**  Pupils will learn that the World Wide Web is part of the Internet, and how web addresses are constructed and stored as IP addresses. Client-server, peer-to-peer networks and the concept of cloud computing are all described. Ways of keeping data secure and simple encryption techniques are also covered. | **Computer Crime and Cyber Security**  This unit covers some of the legal safeguards regarding computer use, including overviews of the Computer Misuse Act, Data Protection Act and GDPR and Copyright Law and their implications for computer use. Phishing scams and other email frauds, hacking, “data harvesting” identity theft and safe use of social media are discussed together with ways of protecting online identity and privacy. | **Modelling in Small Basic**  The unit covers the topic of Modelling, using a programming language designed to make programming easy and approachable for beginners. After covering the rudiments of Small Basic and its programming environment, pupils start to write small programs which will eventually become subroutines in their Lemonade Stand model. | **AI and Machine Learning**  The unit first looks at what AI is and the history and developments behind it. It then moves onto machine learning, which is used in more modern AI applications today. Ethics of AI are covered with students being able to consider a number of different areas of ethical concern. Students then apply theory to knowledge with three projects | **Database Development**  It is a practical unit covering the basic theory, creation and use of a single-table database and a simple relational database involving two tables in a one-to-many relationship. Pupils will start by looking at an existing single-table database, learning how to add records and make queries. |
| **Design Technology**  **Carousel**  **All students will study the following units in Y8 but not necessarily in this order – please speak to individual teachers for details** | **Textiles**  Sewing machine knowledge  Fibres and fabrics- natural and synthetic  Woven and non-woven fabrics  Felting | **Textiles**  Decorative techniques  Designing  Applique  Group production of a house banner | **Food**  **Hygiene, Safety and practical skills**  Recap hygiene and safety rules and routines from year 7.  Bacteria and food poisoning.  **Nutrition and Health**  Recap of the eatwell guide.  Macro nutrients  Micro nutrients Function, source, excess and deficiency.  **Food Science**  Recall gluten formation and yeast as a raising agent.  Gelatinisation (bechamel)  Heat transfer (grill) | **Food**  **Food Provenance**  The wheat grain  Primary and secondary processing  **Food Choice**  Factors affecting food choice (seasonality lifestyle choice and religion).  Festival foods- Christmas  **Practical Dishes:**  Pizza  Mac n cheese  Stir fry  Tartlets  Lasagne  Seasonal bake | **Graphics**  Iterative design cycle,  Product analysis  Design movements  Introduction to CAD CAM - 2D design skills to draw designs for laser cutting.  Use of laser cutter to make neon lamp top | **lamp**  Revisit hand skills from year 8 to produce lamp base, cutting and wasting using hand tools and machines.  Tenon saw, coping saw, files.  Sander and pillar drill with drill bits and Forstner bit.  Introduction to electronic components and use of soldering irons to produce a simple circuit. |
| **Drama** | **Medieval** Students will discover what happened to drama in medieval times. They will then explore Chaucer’s *The Canterbury Tales* and focus on *The Knight’s Tale.* | **Medieval** Students will work on a performance of The Knight’s Tale, using their skills of characterisation and narration built on in Y7. | **Shakespeare** 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. | **Shakespeare** 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. | **Africa** Students will explore how drama is used in a different culture. They will explore African folk tales and then bring one to life using both characterisation and narration. | **Africa** Students will explore how drama is used in a different culture. They will explore African folk tales and then bring one to life using both characterisation and narration. |
| **English** | **Novel: The Hunger Games – Susanne Collins**  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. | **Viewpoints and Perspectives: Rights and Responsibilities**  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. | **Shakespeare - Macbeth**  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. | **Poetry: Relationships**  This unit will look at how different types of relationships are explored through poetry. This will enable them to cover a range of poetic forms, structure and devices brought together under a tight theme. | **Creative Writing – Detective Fiction**  Pupils will study the ‘detective 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. | **Year 8: Gothic Lit 19th C– Dracula (Playscript)**  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. |
| **Geography** | **A Fact Based World View**  The gap instinct  Global income levels  World population change  Evaluating our world view  **Globalisation**  Global trading  HICs, NEEs and LICs  Job sectors  Skills   * Independent research * Photo analysis * Persuasive writing | **Globalisation**  The formal and informal economy  Inequality  Reliance and exploitation – investing in Africa  Danger of stereotypes and a single story  Importance of taxation in development  **Skills**  Independent research  Photo analysis  Persuasive writing | **Glaciation**  Glacial processes  Landforms of glaciation  Why are glaciers melting?  Opportunities and challenges of glaciated landscapes  Focussing on map skills | **Population**  Population patterns in LICS, NEEs and HICs  Demographic Transition Model (DTM)  Scattergraphs and population pyramids  Case studies of contrasting policies in China and Bangladesh  **Migration**  Push and pull factors  Types of migration  Case studies   * Mexico – USA * Brazil * EU * Japan | **Natural Hazards**  Plate tectonics  Hazard risk  Primary and secondary effects  Immediate and long term responses  Tectonic hazards  Weather hazards  Monitoring, prediction, protection and planning  Case studies  Haiti earthquake  Japanese tsunami  Boxing Day tsunami  Hurricane Matthew | **Local Area Study - Derby**  What makes a space a place  Crime and fear of crime  Local area fieldwork   * Forming hypothesis * Pedestrian count * Env quality survey * Sketch maps * Data analysis * Reaching conclusions * Evaluation |
| **History** | **The British Empire with a focus on the British Empire in India.**  What is an Empire?  Why caused Britain to develop an Empire?  How did the British Empire spread?  Explain how the East India Trading Company changed India.  To what extent British involvement in India has been positive? – railways vs famine. | **The slave trade and its implications.**  What was the Triangular Slave Trade?  What were the causes and consequences of the trade in slaves?  What was the Middle Passage and what were conditions like on it?  How were slaves treated on arrival at colonies?  What was the Underground Railway and why was it significant?  How did the transatlantic slave trade change life in Britain?  How and why was slavery abolished? | **The Enlightenment and age of revolutions.**  What was the enlightenment and what caused it?  Why was Derby and Joseph Wright so important to the development of the enlightenment?  What is an absolute monarch and what are the positives and negatives of living in an absolute monarchy?  What are natural rights?  Do we all have natural rights? | **Did the Enlightenment lead to the American and French Revolutions?**  Why was Catherine the Great considered to be an “Enlightened Despot?”  What caused the American Revolution (war of independence) and how much of this was caused by the enlightenment?  Was the French Revolution truly enlightened? | **The Industrial Revolution**  What was the Agricultural Revolution and how did It change Britain?  What caused the development of factories and why was Richard Arkwright’s mill at Cromford so significant?  How did the development of the steam engine change Britain?  How and why did networks of transport develop?  How did this period of rapid change affect different groups of people in England?  What was the impact of the Industrial Revolution on Derby? | **What can we learn about life in Victorian Britain from the crimes of Jack the Ripper?**  What was life like for the poor/rich in Victorian England?  How did the conditions in the East End of London help criminals?  What can sources tell us about the crimes of Jack the Ripper?  Why did the police find it so difficult to catch Jack the Ripper? |
| **Mathematics** | **Proportional Reasoning**  Ratio and scale  Multiplicative change  Multiplying and dividing fractions | **Representation**  Working in the Cartesian plane  Representing data  Tables and probability | **Algebraic Techniques**  Brackets, equation and inequalities  Sequences  Indices | **Developing Number**  Fractions and percentages  Standard index form  Number sense | **Developing Geometry**  Angles in parallel lines and polygons  Area of trapezia and circles  Symmetry and reflection | **Reasoning with Data**  The data handling cycle  Measures of location |
| **Modern Foreign Languages** | **Free time activities. Places of leisure and adjectives.**  Grammar focus: revision of irregular present tense verbs.  Immediate future tense. | **Free time - Si and cuando clauses. Future time phrases.**  Grammar focus: review Immediate future tense. Revision of regular present tense verb endings. | **Food and drink - Tener hambre/tener sed**  Grammar focus: using the verb ‘soler’ with an infinitive. Correct usage of the verb ‘estar’. | **Places to go out and eat or buy food and drink. Ordering food/dining out.**  Grammar focus: Structure of quality justified opinions. 40 word writing structures. | **My home - Rooms in the house, furniture, fixtures and fittings.**  Grammar focus: positional prepositions used with ‘estar’. Use of the verb ‘haber’. | **Where you used to live.**  Grammar focus: Past imperfect tense. Comparison phrases.  Quality justified opinions and comparisons. 40 word writing structure. |
| **Performing Arts** | **Jazz Music (Fusions)** Performance of Cantaloupe Island and composition based on improvised ideas. | **Film Music** Performance of a leitmotif, and composition based on a film clip. | **Minimalism** Performance of clapping music, In C and composition based on minimalist techniques. | **Ground Bass** Performing ground bass, performing a melody, performing in ensemble, creating a composition. | **Ukulele Skills** Students perform and compose their own music, testing their listening and group work skills. | **Band Skills 2** Students perform a popular song in ensemble, learning each aspect on a variety of instruments |
| **PE** | **Throughout Y8 students will develop a deeper knowledge and understanding of:** 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. Topics from previous years and revisited with greater focus on the precise and fine skills needed, whilst improving student understanding of strategy and tactical awareness. | | | | | |
| Weeks 1-4 Citius, Altius, Fortius  Weeks 5-9 – Subject Carousel  Group 1 – Handball  Group 2 – Netball/Basketball  Group 3 - Football | Week 10-14  Group 1 Netball/Basketball  Group 2 Football  Group 3 | Week 15-19  Group 1 – Football  Group 2 – Handball  Group 3 – Netball/Basketball  Week 20-24  Group 1 – Gymnastics and Dance  Group 2 – OAA/fitness  Group 3 – Gymnastics and Danc | Week 25 to 29  Group 1 – OAA/fitness  Group 2 – Gymnastics and Dance  Group 3 –OAA/Fitness | Week 30-34  All Groups – Athletics and Rubgy | Weeks 34-39  Athletics/Striking and fielding |
| **PSHE** | **Drugs and alcohol**  Alcohol and drug misuse and pressures relating to drug use.  Associated First aid. | **Discrimination**  Racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia. | **Internet safety and awareness**  Equality of opportunity in careers This unit covers how to be safe online and the dangers of grooming, manipulation and selfies. | **Developing me UNIFROG 2**  Continuing from year 7 developing the pupils knowledge of careers subjects and labour market information | **Relationships, Identity and FGM**  This unit covers healthy relationships, sexual and gender orientation and FGM | **Mental Health and well being**  This unit covers attitudes around mental health, the promotion of well being, helpful and unhelpful coping strategies. |
| **Religious Education** | **Unit 1: Respect, Tolerance & Understanding**  *To understand the value of respect in a diverse society*  The Golden Rule of world faiths. Gandhi – non-violence (Ahimsa).  Combatting racism – MLK / Rosa Parks / civil rights | **Unit 1: Respect** *(continued)*  Courageous advocacy.  Martyrs: Disciples/Kolbe /Romero/Masemola.  Is dying for your faith or beliefs as a martyr pointless?  **Unit 2: Jesus**  *To explore what is so radical about Jesus,* | **Unit 2: Jesus** *(continued)*  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? | **Unit 3: Belief & The Environment**  *To explore how belief has an impact on responsibly for the planet.*  How are humans caring for / destroying the environment?  Stewardship & responsibility | **Unit 3: Belief & The Environment** *(continued)*  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? | **Unit 4: Pilgrimage**  *To explore why people travel to holy sites*  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? |
| **Science** | **Organisms**  Breathing  Digestive system  **Forces**  Contact forces  Pressure | **Matter**  Periodic table  Elements  **Ecosystems**  Respiration  Photosynthesis | **Electromagnets**  Electromagnets  Magnets  **Reactions**  Chemical energy  Types of reaction | **Genes**  Evolution  Inheritance  **Energy**  Work  Heating and cooling | **Earth**  Climate  Earth resources | **Waves**  Wave effects  Wave properties  **Revision**  End of year assessment |