

	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	Tone and Colour recap Using different types of media Pen work pattern and ornamentation Alex Konahin: exploring patterns, symbols and ornamentation	Pen work pattern and ornamentation Alex Konahin: exploring patterns, symbols and ornamentation Using secondary sources: insects, wild animals, human anatomy	Still life drawing from observation Using primary sources: natural and manmade objects Analyse the work of Paul Cezanne and Georgia O'Keefe Exploring media: paint, water colour, oil pastels and chalk.	Still life drawing from observation Exploring a range of media: paint, water colour, oil pastels and chalk Digital Art: using a computer to create art	Cultural Art India recycled plastic project Researching and recreating art from found materials/products.	Cultural Art African mask project: card and paper based Mexican tin art (hojalata)
Computing	Digital Literacy and E-safety Computer induction E-safety basics Cybersecurity basics	Algorithmic Thinking and Encryption Bebra challenge preparation and participation Encryption and code breaking	Data and Computers How computers store data Binary addition and subtraction Different types of computers	Physical Computing What makes a computer Using physical computers	Programming CodeCombat reminder Pseudocode Python programming	Mobile App Project Designing the app Getting used to the software Building the app Presenting the app
Design Technology Carousel	Graphics - Celebration kits Disassembly of existing products Festivals and celebrations Sensory analysis Costing pre- portioned vs homemade Contexts and users	Graphics - Celebration kits Typography Labelling legislation Production plans- photo Testing of production plans Quality control Printing processes Registration marks	Food - Nutrition Macro and micro nutrients Special diets Traffic light labelling Food around the world	Food - Food safety Food poisoning Accident prevention Food temperatures	RM - Photograph/picture frame Design movements – Pop Art 2D Design – drawing designs Timber joint uses - Half lap joint Vacuum forming Laser cutting Fixing methods	RM - Design movement clock Target audience Learning aids Product analysis and design skills Iterative design process Selecting materials and processes Orthographic and assembly drawings.
English	Creative Writing – Crime Fiction 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.	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.	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.	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.	Novel: Animal Farm – George Orwell 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.	Poetry: Relationships This unit will look at relationships explored through poetry. This will enable them to cover a range of poetic forms, structure and devices brought together under a tight theme.
Geography	Population Growth 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 Link back to globalisation – potential for exploitation Case study – Mexico to USA – link back to stereotypes (Y7)	Natural Hazards 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	Plate tectonics 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.	River Landscapes 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	Coastal Landscapes 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
History	English Civil War – Students will learn why 17 th	The British Empire A focused look at how Britain	The slave trade. A detailed enquiry into the	The Enlightenment and age of revolutions.	The Industrial Revolution How did Britain transform itself	What can we learn about life in Victorian Britain from the crimes

Year 8 Long Term Curriculum Plan

Derby Cathedral School

	Century England was at war with itself and why King Charles I lost his head –literally.	became a global superpower and what the consequences were for Britain and its empire.	causes and consequences of the transatlantic slave trade.	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.	from an agricultural society to an industrial powerhouse and what was the impact on Derby and the people who live there?	of Jack the Ripper? 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?
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	We are experts Revisiting the grammar, topics and vocabulary from Year 7. PENPALS	My House Describing our house, bedroom, chores and our dream home.	My Local Area 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.	Fashion Addicts 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.	My Holidays 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.	Finally the Holidays Making travel and holiday plans. Describing past holidays and talking about where we’d love to go in the future.
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.	Band Skills 2 Students perform a popular song in ensemble, learning each aspect on a variety of instruments	Singing in Harmony Students learn Only You There’s a Girl That I Love, experimenting with ensemble vocal styles
PE	Throughout Y7 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.					
	Athletics	Football (boys) Netball (girls)	Fitness and Handball	Tag Rugby	Athletics	Rounders and Summer Games
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.	Community, careers and the Christmas Fayre Equality of opportunity in careers and life choices, and different types and patterns of work.	Emotional wellbeing Mental health and emotional wellbeing, including body image and coping strategies Associated First aid.	Identity and relationships Families and parenting, FGM, Gender identity, sexual orientation, consent, ‘sexting’.	Digital literacy Online safety, digital literacy, media reliability, and gambling hooks.
Religious Education	Unit 1: Respect, Tolerance & Understanding <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	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 <i>To explore what is so radical about Jesus,</i>	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 <i>To explore how belief has an impact on responsibly for the planet.</i> 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 <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?

<p>Science</p>	<p>Organisms Breathing Digestive system Forces Contact forces Pressure</p>	<p>Matter Periodic table Elements Ecosystems Respiration Photosynthesis</p>	<p>Electromagnets Electromagnets Magnets Reactions Chemical energy Types of reaction</p>	<p>Genes Evolution Inheritance Energy Work Heating and cooling</p>	<p>Earth Climate Earth resources</p>	<p>Waves Wave effects Wave properties Revision End of year assessment</p>
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