



The Ridgeway School & Sixth Form College

...Inspiring Learners For Their Future

*'Our shared vision is that our students, colleagues and families will be part of a **FAIR** community.'*

*We will support our school **Family** to **Achieve** their potential, and **Inspire** students to **Reach** the very best destinations.'*



# Year 8 Curriculum Overview

RESPECT | HONESTY | ENDEAVOUR | CREATIVITY | COMMUNITY

## Year 8 English Curriculum Overview

Year 8	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	
	<b>Unit 1- Global Identities</b>		<b>Unit 2: Past and Present</b>		<b>Unit 3: Telling Tales</b>		<b>Unit 4: Shakespeare</b>
	<b>Tolerance and Equality</b> Y8 English begins with an exploration of fiction and non – fiction texts written by authors from diverse backgrounds. We build from the exploration of identity in Y7 to analysing how writers craft texts to promote tolerance and equality. Additionally, it provides an opportunity for students to express themselves by writing a speech about culture.		<b>Sherlock Holmes</b> Next, Y8 English enhances analysis skills through detailed examination of Sherlock Holmes. Additionally, the text models excellent descriptive writing. We will develop understanding and exploration of 19 <sup>th</sup> century literature and broaden the students’ knowledge of genres by studying detective fiction. We will criticise and challenge racist attitudes and portrayals of characters in the text.		<b>Animal Farm</b> Next, we explore Animal Farm, analysing how the writer’s craft explores ideas of corruption and oppression. Through our reading of the allegory, students will be exposed to many complex social concepts and constructs.		<b>Exploring Love: The Tempest</b> Finally, Y8 ends with studying The Tempest and love in Shakespeare. We will use learning gained through Y8 to explore colonialism in the play and we will extend the students’ knowledge of Shakespeare by examining one of his comedies. Also, we explore Shakespeare’s sonnets, considering patterns and themes. We revisit and develop non- fiction writing by crafting a letter using The Tempest as a stimulus.

## Year 8 Maths Curriculum Overview

Year 8	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Number (Fractions & Decimals)	Mensuration	Algebraic Manipulation	Graphs	Solving Equations & Inequalities	Data Handling
	Factors, Multiples & Primes	Angles	Index laws	Ratio & Proportion	Percentages	Transformations
	Accuracy	Constructions	Sequences	Compound Units		Probability

## Year 8 Science Curriculum Overview-

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 8	<ul style="list-style-type: none"> <li>• Biology- Living things 2</li> <li>• Chemistry- Particles 2</li> </ul>	<ul style="list-style-type: none"> <li>• Biology-Living things 2</li> <li>• Chemistry- Particles 2</li> </ul>	<ul style="list-style-type: none"> <li>• Biology- Our Environment 2</li> <li>• Physics-Energy and Waves 2</li> </ul>	<ul style="list-style-type: none"> <li>• Biology- Our Environment 2</li> <li>• Physics-Energy and Waves 2</li> </ul>	<ul style="list-style-type: none"> <li>• Chemistry-Properties and reactions 2</li> <li>• Physics-Forces and Electricity 2</li> </ul>	<ul style="list-style-type: none"> <li>• Chemistry-2</li> <li>• Physics-Forces and Electricity 2</li> </ul>

## Year 8 Computer Science Curriculum Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 8	<ul style="list-style-type: none"> <li>• Online Safety</li> <li>• Backup and Archiving</li> <li>• Computer Legislations</li> </ul>	<ul style="list-style-type: none"> <li>• Advanced Formulae</li> <li>• Conditional Formatting</li> </ul>	<ul style="list-style-type: none"> <li>• Data Representation</li> <li>• Boolean Logic and Logic Gates</li> </ul>	<ul style="list-style-type: none"> <li>• Programming Conditions</li> <li>• Loops and Functions</li> </ul>	<ul style="list-style-type: none"> <li>• Website Design Constructs</li> <li>• Photo Manipulation</li> </ul>	<ul style="list-style-type: none"> <li>• Cybersecurity and Threats</li> <li>• Cryptography and Problem Solving</li> </ul>

## Humanities

### Year 8 Geography Curriculum Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 8	World biomes and ecosystems; including rainforests and coral reefs	Population and migration	Extreme weather around the world	Global Development and inequality	River process, features and management	Resources for life; Water, Food and Energy

### Year 8 History Curriculum Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 8	Unit 1: What caused the Growth of the British Empire?	Unit 2: How significant was Bristol to the Transatlantic Slave Trade?	Unit 3: How far did the Industrial Revolution Change Britain?	Unit 3: How far did the Industrial Revolution Change Britain?  Unit 4: How did Industrialisation impact Swindon and Society?	Unit 4: How did Industrialisation impact Swindon and Society?  Unit 5: What was the Impact of the First World War?	Unit 5: What was the Impact of the First World War?

### Year 8 RE Curriculum Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 8	Animal Rights	A study into Hinduism	A study into Buddhism	A study into Sikhism	Inspirational Figures	Religion in the Modern World

## Year 8 PSHE Curriculum Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 9	Health & Wellbeing	Living in the Wider World	Health & Wellbeing	Relationships	Living in the Wider World	Relationships
	<u>Self-esteem and Confidence</u> 1. Self Esteem 2. Self Confidence 3. Body Image 1 4. Body Image 2 5. Body shaming 6. Personal Hygiene 7. Core Values and Attributes	<u>Online and Media</u> 1. Online risks 2. Screen time 3. Harmful material online 4. Risks of unknown people online 5. Unhealthy comparisons 6. Understanding online information 7. Explicit material online	<u>Drugs and Alcohol</u> 1. Drugs, the law and managing risk 2. Alcohol and Cannabis 3. Managing influence 4. Prescription drugs and legal highs 5. Caffeine consumption 6. Energy drinks 7. Vaping / smoking	<u>Families being safe and reporting concerns</u> 1. Safe family R/S 2. Trustworthy information 3. Recognising unsafe R/S 4. Recognising our own unsafe R/S 5. Communication Skills 6. FGM	<u>Human Rights and Crime</u> 1. Human Rights and Charity 2. Human Rights abused 3. Child Exploitation 4. Knife Crime 5. Law and Young Offenders	<u>Sexual health and Safety</u> 1. Sexual Consent 2. Harassment and Rape 3. Grooming 4. Contraception 5. STI's 6. Choices in Pregnancy 7. First Aid

## Languages

### Year 8 French Curriculum Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 8	<ul style="list-style-type: none"> <li>T'es branché(e)? – About what you do online.</li> </ul>	<ul style="list-style-type: none"> <li>Paris, je t'adore! - About a visit to Paris.</li> </ul>	<ul style="list-style-type: none"> <li>Mon identité - About your identity.</li> </ul>	<ul style="list-style-type: none"> <li>Chez moi, chez toi – About your home, where you live and meals.</li> </ul>	<ul style="list-style-type: none"> <li>Quel talent?! – About talents and ambitions.</li> </ul>	<ul style="list-style-type: none"> <li>Les taches ménagères. – House chores and pocket money.</li> </ul>

### Year 8 German Curriculum Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 8	<ul style="list-style-type: none"> <li>Ich liebe Ferien – describing past holidays</li> </ul>	<ul style="list-style-type: none"> <li>Bist du ein Medienfan – reading, TV and cinema</li> </ul>	<ul style="list-style-type: none"> <li>Bleib gesund – healthy living</li> </ul>	<ul style="list-style-type: none"> <li>Klassenreisen – school trips</li> </ul>	<ul style="list-style-type: none"> <li>Wir gehen aus – daily routine and arranging to meet up with people</li> </ul>	<ul style="list-style-type: none"> <li>Wie war es? – describing past events</li> </ul>

### Year 8 Spanish Curriculum Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6

<b>Year 8</b>	<ul style="list-style-type: none"> <li>Mis vacaciones – describing past holidays</li> </ul>	<ul style="list-style-type: none"> <li>Todo sobre mi vida – talking about things you like or do not like doing in your free time</li> </ul>	<ul style="list-style-type: none"> <li>¡A comer! – talking about food, drink, meals and going shopping</li> </ul>	<ul style="list-style-type: none"> <li>¿Qué hacemos? – talking about daily life/routines</li> </ul>	<ul style="list-style-type: none"> <li>Operación verano – world trip/holiday destinations</li> </ul>	<ul style="list-style-type: none"> <li>Mi vida en el insti – talking about school life and extra curricular activities</li> </ul>
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## Creative and Performing Arts

### Year 8 Art Curriculum Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	<b>Researching Mexican day of the dead</b>	<b>Observational drawing</b>	<b>Pattern</b>	<b>3D Skull sculptures</b>	<b>Street Art</b>	
<b>Year 8 Mexican Day of the Dead and Street Art</b> Students will recap the Formal Elements of Art and Design, whilst focusing on developing an understanding of how this is used in different cultures.	Students will start to explore the Day of the Dead Celebrations. Focusing on how Art plays an important role in cultural events. Composition, colour, observational drawing, symbolism and	Using elements of the Day of the Dead celebrations such as food and Human skulls, students recap the formal elements of observational drawing. Focusing on accuracy of shape and line, tone,	Students will utilise their skills to create Mexican style patterns. These will then be transferred to their own Mexican skull designs. Colour, shape, symmetry and symbolism are the focus.	Students will be exploring 3D building techniques to create Mexican day of the dead skulls. These will be created in clay, then painted using Mexican style patterns. Students will be using clay construction and modelling techniques and improving painting skills. They will use their understanding of Proportions of	Building their understanding of how Art is used in contemporary culture as a form of visual communication. Students will study the work of Banksy and Shepard Fairy. Building on their understanding of the formal elements of art. Discussing the topic of whether graffiti is Art or vandalism. Using photo manipulation to create stencil style images, based on a current issue. Students will research a current event or issue of their choice and create a final piece in the style of one of the graffiti artists.	

	presentation are the key focus of the introductory phase of the project.	colour blending and proportions of the human skull.		the human Skull and Mexican Pattern.	
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## Year 8 Drama Curriculum Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	<b>Unit 1: Developed Drama Skills</b>	<b>Unit 2: Exploring Naturalism</b>	<b>Unit 3: Monologues</b>	<b>Unit 4: Greek Theatre</b>	<b>Unit 5: Mischief Theatre</b>	<b>Unit 5: Scripted &amp; Devised "The Plan"</b>
<b>Year 8</b>	Knowledge recall of basic building blocks of creating drama. Focus on naturalistic vs non-naturalistic speech and the create, perform and respond model. Students will further develop their use of focused verbal feedback.	Students will study naturalism in a simple format touching on some of the most accessible ideas of Constantin Stanislavski. This is a way of transitioning into character work, getting students to think about empathy and how we can get into a character's shoes	Students will utilise their skills learnt so far to learn, to rehearse and perform a character monologue. They will link their learning from Term 2 and explore how you communicate a character's thoughts and feelings to the audience. They will also start to look at use of space & simple props and costumes	Students will explore the conventions of Greek Theatre theory and performance through historical/social context and key text 'Medea'. Specific exploration of Greek Theatre skills and techniques including performing as a Chorus amongst further non-naturalistic skills. Students will learn how Greek Theatre elements link to the broader style of non-naturalistic drama and theatre, and its potential impact on audiences.	Students will explore "Mischief Theatre" as a Practitioner. This unit will combine script work, devising and improvisation. Areas of focus include choreography of "deliberate mistakes", the role of actor/director and the importance of extensive rehearsal. Students will learn about the creation and success of performances such as "The play that goes wrong" and	Students will work in groups to participate in a six-week final project where they will be given a section of script and will be asked to create an original piece of devised theatre from it. They will be expected to incorporate all the skills learnt in Drama so far and explore new ones. They will present their work to their peers.



					BBC's "The goes wrong show".	
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## Year 8 Music Curriculum Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	<b>Classical Remix</b>	<b>The Blues</b>	<b>Rap Music</b>	<b>The Music Industry</b>	<b>The Musical</b>	
<b>Year 8</b>	<p><b>Appraising</b> Students learn about the importance of Classical music in the evolution of all genres. We focus on the life and impact of Beethoven and his influence on musical history.</p> <p><b>Composing</b> Students learn to play Ode to Joy by Beethoven – building on the notation skills learned in Y7. They record this into Garage Band and then use their knowledge of the musical elements to modernise the piece. Adding chords to the melody is used as a challenge activity.</p> <p><b>Performing</b> Students play their final piece to the teacher and class for assessment and feedback.</p>	<p><b>Appraising</b> Students learn about the history and culture of Blues music. The study the impact that the slave trade and African music had on the development of Western Music. Students explore the musical features of Blues from traditional to the modern day – and learn to recognise (and write about) those features when listening to examples.</p> <p><b>Composing</b> Students develop their understanding of chords and melody by producing a Blues composition. This includes an improvised melody line over the 12-bar Blues chord pattern. They then add further layers such as a bassline and rhythm – applying the knowledge acquired in listening work.</p> <p><b>Performing</b> Students play their final Blues piece to the teacher and class for assessment and feedback.</p>	<p><b>Appraising</b> Students learn about the historical, cultural and musical important of Rap Music. They study the origins of the genre and how it developed the prominent musical features which it has. Students explore the musical ingredients of Rap, the lyric content and the performance style in order to recognise the features in both traditional and modern Rap Music.</p> <p><b>Composing</b> Students work in a group to write their own original Rap song which explores a social issue. They create the lyrics and also the musical accompaniment.</p> <p><b>Performing</b> Students perform their Rap song live to the class and teacher in the first live performance assessment of Y8.</p>	<p><b>Appraising</b> Students learn about the roles in the music industry and how the industry impacts artists both positively and negatively. They examine a set of case studies in order to reflect on artists as role models – and how the industry needs to change in order to have a positive impact on young people.</p> <p><b>Composing</b> Students create a speech with a partner which addresses an aspect of the industry that they believe is an issue. They must include persuasive language and 2 case studies of their own that they have researched.</p> <p><b>Performing</b> Students deliver their speech to the class and teacher for debate and assessment.</p>	<p><b>Appraising</b> Students learn about the genre of Musical Theatre including it's historical roots, cultural impact and the features that define it as a genre. They learn about the 'giant's of Musical Theatre and shows that have revolutionised and shaped the genre. Students learn how to recognise the features of musical theatre and use musical vocabulary to appraise specific solo and ensemble songs.</p> <p><b>Composing</b> Students create and write their own original musical in a small group. This must include all the aspects of the genre including script, set design, costume design, character profiles and most importantly – songs/music. They must include 3 pieces of music in their musical – 2 of which can be cover songs and 1 of which must be original – written by them for their musical.</p> <p><b>Performing</b> Students perform a section or mini-version of their musical to their teacher and class. This is filmed as the final performance assessment of Y8.</p>	

## Year 8 Design & Technology Curriculum Overview – Subjects taught in rotation over 12 week modules

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 8	<p><b>Food</b></p> <p><b>Development of skills in preparation and cooking:</b></p> <ul style="list-style-type: none"> <li>- Safe use of the oven</li> <li>- Accuracy and precision</li> <li>- Knife skills (dicing)</li> <li>- Variety of cooking methods</li> </ul> <p><b>Nutrient sources and functions</b></p> <p><b>Analysing food packaging (for sugar content)</b></p> <p><b>Recipe design and modification</b></p>		<p><b>Resources and materials</b></p> <p>Stationary, computers, fine liners and examples</p> <p><b>Brands and logos</b></p> <p>Brand pull, images and pricing (including designers)</p> <p><b>Introduction to digitally supported designing</b></p> <p>CAD/Word drawing tools, Paint</p> <p><b>Product Design</b></p> <ul style="list-style-type: none"> <li>● <b>Introduction to tools and equipment</b></li> </ul> <p>Hand equipment Marking tools Belt sander Disc sander</p> <ul style="list-style-type: none"> <li>● <b>Health &amp; Safety</b></li> </ul> <p>Recap and reinforce in the workshop</p> <ul style="list-style-type: none"> <li>● <b>Design</b></li> </ul> <p>Specifications Hand design</p> <ul style="list-style-type: none"> <li>● <b>CAD / CAM</b></li> </ul> <p>2D Design to convert image into vectors</p> <ul style="list-style-type: none"> <li>● <b>Materials</b></li> </ul> <p>Ply wood</p> <ul style="list-style-type: none"> <li>● <b>Construction</b></li> </ul> <p>Finger joints Lap joint</p> <p><b>Evaluation</b></p> <p>Final product</p>		<ul style="list-style-type: none"> <li>● <b>Resources and materials</b></li> </ul> <p>Cotton calico fabric, threads, magic touch heat transfer paper</p> <ul style="list-style-type: none"> <li>● <b>Modelling &amp; embellishment</b></li> </ul> <p>Heat transfer of design, more complex hand embroidery stitches, machine embroidery.</p> <ul style="list-style-type: none"> <li>● <b>Design</b></li> </ul> <p>‘In the style of’ Pop Art. Links to Andy Warhol and/or Roy Lichtenstein. Presentation and annotation</p> <ul style="list-style-type: none"> <li>● <b>Construction</b></li> </ul> <p>Neatened plain seam, facings</p> <ul style="list-style-type: none"> <li>● <b>Quality checks</b></li> </ul> <p>Links to Pop Art, accuracy and evenness of hand &amp; machine embroidery. 1.5 cms seam allowance, trimmed corners</p>	

## Year 8 PE Curriculum Overview

Students will experience a breadth of activities, learning, refining and combining skills, techniques, tactics into effective performance. Experience differentiated competition and practically demonstrate our School Values in a range of physical activities.

- Students will learn how to prepare themselves safely both physically and mentally, for all activities.
- Students will learn how and why they need to perform skills, techniques and tactics safely, following rules and procedures.
- Students will learn skills, refine them and combine them into effective performances.
- Students will practically demonstrate our School Values in a range of physical activities
- Students will experience differentiated competition across a range of activities.

	Term 1 - 4				Term 5	Term 6
Year 8	<b>2 activities on a rotation from:</b>	<b>2 activities on a rotation from:</b>	<b>2 activities on a rotation from:</b>	<b>2 activities on a rotation from:</b>	<b>2 activities on a rotation from:</b>	<b>2 activities on a rotation from:</b>
	Rugby (Boys) Netball (Girls) Netball/Tag Rugby (Mixed) Badminton (All) Dance/Gymnastics (All) Football (All) Swimming (All) Table Tennis (Mixed) Hockey (All)	Rugby (Boys) Netball (Girls) Netball/Tag Rugby (Mixed) Badminton (All) Dance/Gymnastics (All) Football (All) Swimming (All) Table Tennis (Mixed) Hockey (All) <b>X-Country.</b>	Rugby (Boys) Netball (Girls) Netball/Tag Rugby (Mixed) Badminton (All) Dance/Gymnastics (All) Football (All) Swimming (All) Table Tennis (Mixed) Hockey (All)	Rugby (Boys) Netball (Girls) Netball/Tag Rugby (Mixed) Badminton (All) Dance/Gymnastics (All) Football (All) Swimming (All) Table Tennis (Mixed) Hockey (All)	<b>9 Athletic Events</b> <b>Running</b> – 100m /200m 800m/ 8x50m relay <b>Jumping</b> – Long/High & Triple <b>Throwing</b> – Discus/ Shot and Javelin  <b>Short Tennis</b> <b>Striking &amp; Fielding</b>	<b>9 Athletic Events</b> <b>Running</b> – 100m /200m 800m/ 8x50m relay <b>Jumping</b> – Long/High & Triple <b>Throwing</b> – Discus/ Shot and Javelin  <b>Short Tennis</b> <b>Striking &amp; Fielding</b>