**Year 8 Curriculum Map – January to February half term**

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| **Maths** | The majority of students follow a programme of study which gives them the basic skillset required to start the GCSE course by the start of year 9. The upper sets follow a programme which stretches them at a higher level appropriate to their higher starting points and prepares them better to access the grade 7+ content at the top end of GCSE:   |  |  | | --- | --- | | Foundation - Number (Unit 3F) | Higher - Probability (Unit 2H) | | * Product of Primes * Highest Common Factor (HCF) * Lowest Common Multiple (LCM) * Squares, Cubes and Roots * Working with Indices * Standard Form * Decimals and Fractions * Fractions, Decimals and Percentages * Percentages of an Amount * Change to a percentage * Rounding to Significant Figures * Estimating Answers * Using Place Value * Index Notation * Introduction to Bounds * Negative Indices * Error Intervals * Mathematical Reasoning | * Harder Tree Diagrams * Stratified Sampling * Probability using Venn Diagrams * Cumulative Frequency * Box Plots * And / Or Probability Questions * Histograms | |
| **English** | Students develop their skills in transactional writing, explored in the final term of Year 7, and explore how writers use different techniques to persuade their readers. Students design and market a product, allowing them to utilise linguistic and structural techniques in a realistic context. Students then go onto build on their knowledge of poetry by studying poems centred around the theme of revenge. |
| **Science** | Students begin topic 7 for biology (Lungs & gas exchange), chemistry (periodic table) and physics (domestic & static electricity). The topics are taught on a rota so the order may vary by class. Each topic takes two weeks and cumulates to a tri-test, covering all three topics, shortly after the February half term break. The topics add to previous learning on the human body, elements and electricity, all introduced in year 7.  These topics also start to build on basic knowledge needed for the GCSE science course. |
| **Geography** | In Year 8 students will study a unit called ‘Global Fashion’ this is to fulfill the requirements of the Geography NC *to study human geography relating to development, globalisation and economic activity.* They students will learn about globalisation through the fashion industry and how global trade makes the world a smaller and more interconnected place. Students will explore case studies such as the TNC Nike and Rosa’s story - a worker in a clothing factory. In their geography lessons they will learn about the advantages and disadvantages of globalisation and the impact that their fashion choices have on people around the world and the environment. Students will be assessed on NC skills and concepts throughout the unit and there will be a formal assessment at the end. This Geography unit links with the History unit on ‘sugar, empire and globalisation; and the RS unit on tolerance, fairness and equality. The unit will also develop and build the skills and knowledge needed for GCSE Geography AQA Paper 2. |
| **History** | In Year 8 students will study a unit called ‘Sugar, slavery and empire through time’ this is to fulfill the requirements of the History NC *to study a significant issue in world history and its interconnections with other world developments.* The unit builds on the Africa unit that students studied in the Autumn term in their Geography lessons and links to the RE unit on tolerance and prejudice. It is a thematic study, which uses sugar to investigate the wide-ranging and complex story of empire and slavery and the links between them. Throughout the unit students will be assessed by knowledge quizzes and written work based on NC concepts and skills. Their final assessment will be a thematic essay and the aim of the assessment is to demonstrate their awareness of key features of each period, reveal their understanding of change over time, and reveal their understanding of cause and consequences. This will help to develop and build the skills needed for the thematic GCSE unit – Health and the People. |
| **Religious**  **Studies** | Students will look at religious and human rights issues, linking to religious prejudice and tolerance. Students will investigate these areas throughout history and in the modern world in order to make a common link with humanities subjects. Civil rights, human rights, women's rights and religious teachings and influences will be covered.  (This should link into the Holocaust collaboration with history that will be next half term, it will link into the idea of religious tolerance and understanding different cultures from last term. The scheme also links with yr 7 OM war child, GCSE RS , KS3 History- current topic slavery, Gg KS3 topic Global fashion- human rights issues.) |
| **Graphics** | In year 8, for 10 weeks, students will examine the link between graphic design and activism. They will gain an understanding of how images have been used throughout history to affect political and social change. They will look at how a contemporary climate activist group has used techniques such as block printing and screen printing to create engaging images. They will then design and develop images and slogans using similar printing techniques and will have the opportunity to create their own climate rebellion banners, posters and clothing. Homework will be set every 2 lessons. This will typically reinforce work covered in lessons or will be designed to prepare students to make progress in lessons. |
| **Design Technology** | Students spend ten weeks in the materials area of technology. The major project is a design and make practical tasks that builds on the basic skills covered in year 7. If time permits an extension activity will use CAD/ CAM in order to introduce modern manufacturing techniques. Homework that relates to the topics currently being covered is set every two lessons. |
| **Food & Nutrition** | Students spend ten weeks in the Food area of Technology. Students are provided with a cookbook for the ten weeks in Food. Students can build upon their making skills and use a variety of different cooking methods from bread making to sauce making. Safety and hygiene are taught alongside the practical tasks in more depth than in year 7. Nutrition is also taught in more depth during the focused practical tasks. Homework is for students to bring ingredients for the consecutive lesson. |
| **Textiles** | Students spend ten weeks in the textiles area of technology. The major project is a design and make practical tasks that builds on the basic skills covered in year 7. If time permits an extension activity will use embroidery to introduce students to a number of decorative techniques. Homework that relates to the topics currently being covered is set every two lessons. |
| **French** | Students continue to develop their skills of listening, speaking, reading and writing. They study topics related to festivals, shopping for food, eating out on special occasions, planning a trip in the future. Students add to their knowledge of French grammar, including a specific focus on present tense of regular verbs, partitive articles, the use of the near future tense and the interrogative form. |
| **German** | Students develop their skills of listening, speaking, reading and writing. They study language related to sports, free time, digital technology, friendship and opinions. They further develop their understanding of German grammar, including formation of opinions, correct word order, how to form the future tense with the present tense (implied future), regular and irregular verbs. |
| **PE** | During the mock exams which take place in the sports hall, students will have one indoor lesson which will be circuit training and one lesson outside on the MUGA which will be either hockey or football. When the exam are not taking place the following will apply.  Students will take part in activities listed below depending on their group. Hockey, Gymnastics, Handball, Table Tennis and Rugby. At the end of the half term students will undertake the PFL (Personal Fitness level) along with an assessment within the activity. Students are tracked and monitored against their own baseline score only. |
| **Art** | Project 1. Islamic Art – Half-Term 3 will allow students to produce poly prints of their patterns. They will transfer their designs from paper to polystyrene tiles by engraving and experimenting with printing ink.  Students will also focus on producing repeated patterns and tessellations both with drawing and poly printing. Students will complete a self-evaluation of their Islamic Art project. |
| **Drama** | The Boy in Striped Pyjamas  During this topic student will have the opportunity to develop empathy and explore exclusion through improvisation and script work. Students will investigate the Holocaust by learning about the Rise of Hitler and Ant-Semitism in Germany in the 1930s. Student will know and understand what Ghettos were through hot seating and freeze frame and how this eventually led to “The Final Solution” and concentration camps. Students will explore extracts of the script of “The Boy in Striped Pyjamas” developing dialogue direct to the audience and gain insight into the play and the story of Bruno and Shmuel. |
| **Music** | In unit 3, year 8 students will develop their keyboard and guitar skills through learning about ‘theme and variation’. Students will use their knowledge of the musical elements to analyse a simple tune or theme and then use their instrumental skill to alter and vary it. New terms such as inversion, retrograde and tonality will also be learnt in order to vary a piece of music. |
| **ICT** | Students will spend this half term studying 8.3 Introduction To Python Programming and 8.4 HTML and CSS Programming. The skills learned from these projects teach new perspectives and understanding on the world of technology and enhance the student’s digital capability ready for the next Key Stage in ICT, Enterprise and Computing. The units supplement the more traditional Office and ICT skills focused on in previous years blends the theoretical knowledge covered with practical activities. Homework that relates to the topics covered is set on Doddlelearn.co.uk online homework platform every two lessons. |