



**Wombourne
High School**

Hard Work, Positivity, Kindness



Curriculum Booklet Year 8



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	<p><u>Equipment, Media, Materials & Techniques</u></p> <p>Students to develop a personal design for the front of their sketchbook. Drawing, shading techniques, idea development and composition skills explored and further developed.</p>	<p><u>Form</u></p> <p>Students refine their drawing and shading skills from observation and direct observation, use a range of media and techniques, and make personal choices about their approach to the final outcome.</p> <p>A (media appropriate) range of learned shading techniques are used to create form (3-D look), and develop differing surface qualities in their work, the focus artist is Giorgio Morandi.</p>		<p><u>Printmaking</u></p> <p>Students produce a number of drawn studies of natural forms from observation and direct observation, in a wide range of media. The focus artist/ designer is William Morris and his nature inspired repeat patterns for wallpaper and fabric. A natural form inspired symmetrical repeating pattern and a lino cut print form the main outcomes for this project.</p>		<p><u>Expression and Emotion (portraits)</u></p> <p>Students create a series of portraits/ self-portraits using a range of expressive and gestural drawing techniques, media and processes. The focus artist is Paul Wright.</p>
Assessment	<p>Formative assessment using project specific success criteria.</p> <p>Summative assessment using Bronze, Silver & Gold attainment descriptors.</p>					<p>Formative assessment using project specific success criteria.</p> <p>Summative assessment using Bronze, Silver & Gold attainment descriptors.</p> <p>End of year examination.</p>

Prior learning	Students have undertaken a broad-based introduction to the fundamentals of the subject during Year 7. They have learned: how to improve the accuracy, detail and form of their work from observation; about colour theory and colour relationships, and how to use colour in a controlled and planned manner in artwork; how to create a self-portrait using a chosen method and in a preferred style.
Enrichment within the Curriculum	Art helps students to explore the world around them and to understand how their views, feelings and experiences can be used positively and powerfully within their work. Art can cross the subject divides. Exhibition of artwork boosts confidence and creates a sense of belonging within the school community.
Extracurricular opportunities	There is a KS3 Art Club that Year 8 students are welcome to attend during and after the school day. Artwork produced during this time may be taken home or displayed within the Art room.
Links to personal development and citizenship	Art helps to develop creativity, innovation, self-expression, non-verbal communication, practical skills, confidence, independence and self-reflection. Students are eager to participate in and respond positively to the artistic opportunities available to them.
Preparing for the next stage of education	The KS3 curriculum helps to develop more confident, creative and skilful learners who are ready to take on the exciting challenges at GCSE level. Students benefit from the display of their work and the positive feedback from those who view it.

Ways to support your child's learning

- Encourage them to draw and create artwork about things that matter to them personally. Discuss their work with them and display it within the family home.
- Encourage your child to have personal opinions about their own work and that of others.
- Take your child to a gallery that shows that art can be made in a broad range of styles, forms and for many reasons. Art can be funny, thought provoking or just fascinating!
- If possible, buy basic art equipment for them. They will learn how to use them effectively and how to take care of them.

COMPUTER SCIENCE



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Digital Graphics 2 - Vector Graphics	Animation 1 - Animated Advert	Data Representation	Programming Techniques 1	Computer Systems	Game Design
Assessment	Practical	Practical	Exam	Practical & Exam	Exam	Practical

Prior learning	The selected units of work provide a mixture of Computer Science and Media based learning activities, building on prior learning in Year 7. Some topics are repeated, with different content and a more demanding set of activities and tasks to complete, whilst new topics are introduced alongside such as the representation of data in computer systems. As in Year 7, Microsoft's Office suite of software is firmly embedded into the Computer Science and Media curriculum.
Enrichment within the Curriculum	Students will experience an array of career-based topics which will enthuse them to further their knowledge at Key Stage 4 and 5. Students will have the opportunity to learn a high-level programming language, learn how computers work, in addition to developing their digital graphics and animation skills before being introduced to game design. Learning how to use Microsoft's Office suite of applications is embedded throughout the curriculum, enabling successful use of Office software within other subject areas and beyond.
Extracurricular opportunities	Students will have the opportunity to visit The National Museum of Computing and undertake learning activities which cover topics such as cryptography and programming, enhancing students' understanding of computer science.
Links to personal development and citizenship	Students expand their knowledge surrounding the legal concerns relating to the creation of digital media products whilst developing their understanding of the safe, ethical and legal use of computer systems.
Preparing for the next stage of education	The primary focus of each of each unit of work within the KS3 curriculum alternates between Computer Science and Media to prepare students who wish to continue studying either subject at KS4. The assessment type at KS4 differs between subjects. Computer Science students are assessed at the end of the course in the form of two formal exams whereas Creative iMedia students are mainly assessed via coursework. The content and assessment type within each unit is designed to reflect this.

Ways to support your child's learning

- Encourage your child to watch technology TV shows such as BBC's "Click"
- Encourage your child to read technology news such as at www.bbc.co.uk/news/technology
- Encourage analysis of media products such as adverts, posters, games packaging, console games
- Take trips to famous places associated with technology such as Theme Parks or Bletchley Park to see how technology has progressed over time.
- Use BBC Bitesize (Computer Science, ICT & Multimedia pages) to aid understanding
- Use a Raspberry Pi computer and tutorials freely available on the internet to learn about, and experiment with, computer systems.
- Download and install the program "IDLE" and allow your child to practice coding - ask them to explain what certain parts of their code do

	Design Technology	Food Preparation and Nutrition
Topics	<p>Pencil Case</p> <ol style="list-style-type: none"> 1. Setup, Introduction, Product Analysis 2. Isometric drawing 3. Design ideas 4. 2D design ruler 5. CAD drawings of final design 6. Practical- measuring, finger joint, cutting and sanding 7. manufacturing diary 8. Evaluation <p>Mini Travel Game</p> <ol style="list-style-type: none"> 1. Product Analysis 2. Design ideas 3. Practical- measuring, cutting and sanding 4. Manufacturing diary 5. Evaluation 6. CAD of final piece and technical drawing 	<ol style="list-style-type: none"> 1. Food and Nutrition 2. Growing 3. Cheese and courgette muffins 4. Rearing 5. Bolognese 6. Caught 7. Potato Grill 8. Quiche and Bakewell tart 9. Wise consumer project 10. Traybake 11. Sustainability Issue's 12. Swiss roll and rock cakes 13. Curry Kheema Matar 14. Cheesy Soda bread 15. Bread Making
Assessment	<ul style="list-style-type: none"> • End of Rotation test • Practical outcome • Design Ideas 	<ul style="list-style-type: none"> • End of Rotation test • Food Practical outcomes

Prior learning	<p>Students will be developing their key skills in drawing from Year 7 (3D drawing skills), and producing functional products. Students will have the opportunity to develop their knowledge, understanding and ability to manipulate a range of materials including wood, plastics. Students will use CAD (2D Design skills and Autodesk Inventor) and CAM (the laser cutter).</p>	<ul style="list-style-type: none"> • Educates students who already have the general awareness of different food cultures. • Building on year 7 work that considered where food came from and how it was farmed. • Giving the students information to enable them to develop their knowledge as a food customer and consumer. • Building their practical skills from year7.
Enrichment within the Curriculum	<p>Students will have the opportunity to participate in the workshops provided by 'Army Stem' and 'Young Engineers' as well as internal and external competitions. They will also have the opportunity to join DT after school clubs.</p>	<p>Home Cooking: <i>Different Cuisines</i> select a product to make from a different cuisine. https://www.bbcgoodfood.com/recipes/category/all-cuisines <i>Hot cross buns</i> https://www.bbcgoodfood.com/recipes/hot-cross-buns-2 <i>Risotto</i> https://www.bbcgoodfood.com/recipes/mushroom-spinach-risotto</p>
Careers focus	<p>Carpentry Carpenters make and maintain wood fixtures in buildings. https://www.youtube.com/watch?v=i-tiC2Y-038</p> <p>Product Designer Product designers create new products and improve existing ones. Industrial designer, 3D designer, prototype designer, inventor https://www.youtube.com/watch?v=TDvfC6ybhXQ&list</p>	<p>Farmer Farmers and farm managers grow crops and raise farm animals for food production. https://nationalcareers.service.gov.uk/job-profiles/farmer</p> <p>Environmental Health Officer Environmental health officers make sure people's surroundings are safe, healthy and hygienic. https://nationalcareers.service.gov.uk/job-profiles/environmental-health-officer</p> <p>Pastry Chef They work with other staff within the kitchen to plan dessert menus to accompany the rest of the menu pleasantly, they also use their experience to make and test new desserts and pastries. https://www.cordonbleu.edu/london/pastry-chef/en</p>

Ways to support your child's learning

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| <ul style="list-style-type: none">• Encourage students to keep sketch books, take photographs and collect examples of innovative and creative designs.• Look out for any design and creative competitions on TV Shows (CBBC/terrestrial channels), radio, or in the newspaper – these can be a fantastic way to get excited about designing and creating. Programs like 'How it Works?', 'The Gadget Show' introduce pupils to a range of innovative products• Pupils are encouraged to read books, magazines and articles about design and innovative products on-line• Trips to interactive museums (e.g. THINK Tank) and look out for events such as 'The Big Bang' | <ul style="list-style-type: none">• Look out for baking shows like, master chef, great British bake off, Saturday morning kitchen.• Pupils are encouraged to read and try new recipes at home- this helps with weighing and measuring.• Login to the digital food book and complete additional tasks: - https://illuminate.digital/edugasfood/
STUDENT login - SELLOWES4
STUDENT PASSWORD - STUDENT4 |
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Mime Freeze Frame Repetition/ Exaggeration Slow Motion Movement to Music Clocking the audience	Pantomime Fairy Tales Culture History of Pantomime Costume Mask Makeup Commedia Dell'arte	The Photo Album Family Structure Narration Structure Family Belonging Generations Narration Culture Flashback/ Freeze Frames	Shakespeare Context Elizabethan theatre Macbeth/ Banquet Scene Monologue Staging Script work	Elephant Man Disability and Difference Victorian England Flashback Cross Cutting Film analysis	Goodnight Mr Tom WW2 Relationships Narration Sound effects/ Music
Assessment	Devising and creating Applying skills in rehearsal Performance skills Reflection	Performing and applying characterisation skills Comic Timing Self-assessment	Performing, devising and evaluating.	Performing from a script. Stage directions	Devised response with music.	Devised response using freeze frame.

Prior learning	Freeze Frame Levels Narration Physical Theatre Filming Self-reflection Characterisation
Enrichment within the Curriculum	History Different Cultures Geography Family/ Generations
Extracurricular opportunities	School Show Musical Theatre Club
Links to personal development and citizenship	Confidence. Teamwork Independence Self-reflection Morals
Preparing for the next stage of education	Rehearsing Teamwork Listening skills Reading and watching plays

Ways to support your child's learning

- Theatre Visits
- Watching different styles of Drama on TV.



Conflict & Adversity

In Year 8, students are taught 'Conflict & Adversity' in which students are exposed to the in-depth study of texts and introduced to contextual factors, writers' intentions and the department initiative of 'Big Ideas' whilst exploring the conflict and adverse experiences that occur within society. Students build on the skills and knowledge developed in Year 7 to confidently analyse character, setting and themes within *Of Mice and Men* whilst exploring all of the key issues that are embedded throughout the curriculum. To improve their analysis, they will be explicitly taught how to utilise the connotations of key words and revisit this consistently. Alongside this, students are introduced to the concept of 'Big Ideas'; the overarching messages that an author hopes to convey through a text and how characters and events are constructed, allowing this to happen.



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	The Novella 'Of Mice and Men' by John Steinbeck		World War 1 Poetry	Gender and Shakespeare	Blood Brothers	
Assessment	Writing: Descriptive Writing Reading: Understanding Writers' Intentions & Big Ideas		Writing: Non-Fiction Reading: Incorporating Writers' Intentions	Writing: Non-Fiction Reading: Exploring Connotations of Words	Writing: Narrative Reading: Linking a Text to Context	
Links to Prior Learning	Build on the skills embedded in Year 7 by examining fewer texts but in greater depth, studying a variety of forms including a novella, play and poetry. Create a wider range of pieces that develop extended writing skills. Students will expand their prior contextual knowledge.					
Literacy Links and Reading Focus	A range of non-fiction extracts that explore issues and themes raised within <i>Of Mice and Men</i> .		Dulce et Decorum est by Wilfred Owen Suicide in the Trenches by Siegfried Sassoon Who's for the Game? by Jessie Pope Anthem for Doomed Youth by Wilfred Owen	Extracts from the following Shakespeare plays: - Macbeth - Romeo & Juliet - A Midsummer Night's Dream - Hamlet - Taming of the Shrew	A range of non-fiction texts to support the study of a modern novel that explores a range of issues and themes that exist within our society today. These include speeches, articles, blog posts, diary entries and letters.	
Enrichment Opportunities	All topics consider wider cultural, political and historical issues and how these issues are presented or still relevant in today's society. Current media and their representation of events, people and ideas, are evaluated throughout the curriculum. Historical and political context is included throughout the topics for students to learn about culture and society through texts. Students are encouraged to attend English after school clubs that are available including our Sparx reader club. Where possible, there may also be trips to the theatre throughout the year.					
Career Focus	During Term 1a, reflect and evaluate the power and influence of the media. During Term 1b, see what life is like as a novelist, writing their own narrative ending.		By reading a range of WWI poetry, reflect on modern war and the role of a soldier, and the important role of a counsellor for those struggling with post-war, such as PTSD.		In this topic, reflect on the influence of a political leader and how they can impact a country.	

	Autumn	Spring	Summer
Curriculum content	<p>Lifestyle and wellbeing-food and sports</p> <p>Talking about food – opinions + justifications To eat/ to drink Talking about mealtimes Saying what I and others do in our free time Talking about the weather and free time</p> <p><i>To play/to do/to go (present tense)</i> <i>Time expressions</i></p>	<p>Media and technology</p> <p>Talking about music Opinions & Favourite singer Justifications Talking about social media & gaming Saying what you did/ are going to do</p> <p><i>Using present, past and future tenses</i></p>	<p>My neighbourhood</p> <p>_Describing where I live Saying what I can/can't do in my neighbourhood Saying what I did previously in my area</p> <p><i>Using the past tense</i> <i>Giving opinions</i></p>
Assessment	<p>All skills will be assessed throughout the year: Listening, Speaking, Reading, Writing, Translation, Dictation & Grammar.</p> <p>Students will have regular spelling tests in order to develop their knowledge and understanding of key vocabulary and structures.</p> <p>Students will also be assessed in their exam skills during the course of the year – such as ‘Role-Play ‘and ‘Photo- card’ and ‘General conversation’.</p> <p>Mocks will include a past GCSE Reading and Listening paper as well as a written and spoken element.</p>		
Links to prior learning	<p>Students will build on the foundations made in Year 7.</p> <p>Students will strengthen their knowledge and understanding of existing key grammatical structures whilst developing an understanding of new grammar concepts and applying these to new topics.</p>		
Literacy links and reading focus	<p>We use the target language to build on their knowledge of English language grammar and structures.</p> <p>Reading is one of the four key exam skills and texts are exploited regularly in lessons.</p> <p>We have regular vocabulary tests, with learning set as homework.</p> <p>We are developing a range of reading books that will be available in the school library as a means to encourage students to read for pleasure whilst broadening and enhancing their knowledge of the language and culture.</p>		
Enrichment opportunities	<p>European Day of Languages, Language Ambassadors* Trips*</p>		
Career Focus	<p>Why study languages? Why Languages are important Specific Careers covered during career lessons</p>		

Year 8 Geography

Geography is the study of relationships between people, cultures and the environment. Students are taught not only the knowledge needed to understand this but also the necessary skills to explain how the world works, how we can adapt as a result of this and how we can challenge the misconceptions that are held.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	<p>Quaking in my boots! Earthquakes</p> <p><i>“Can we ever live risk free from earthquakes?”</i></p> <p>Earthquakes are one of the deadliest natural disasters on Earth. Find out if countries can ever truly protect themselves or stop them.</p>	<p>Hell on Earth! Volcanoes</p> <p><i>“Can volcanoes destroy life as we know it?”</i></p> <p>Look at the different types of volcanoes, how they impact us and how they can both shape and end life.</p>	<p>Sea Destroyers! Oceans</p> <p><i>“How do humans use and abuse the ocean?”</i></p> <p>Our ocean is a beautiful place and one of the places we are truly yet to explore. Find out why we are potentially destroying our ocean for.</p>	<p>Alien Africa! Africa</p> <p><i>“How diverse and dynamic is Africa?”</i></p> <p>Africa is the most under-developed continent. Find out how different it is to the other continents and what its future holds.</p>	<p>Survival or Extinction? Climate Change</p> <p><i>“Does our planet have an expiration date?”</i></p> <p>Climate change is real and it is happening right now. Explore the reasons why and how the world is adapting.</p>	<p>Ruling Russia! Russia</p> <p><i>“Should Russia be a superpower?”</i></p> <p>Views of Russia are overwhelmingly negative. Focusing on its geography, find out if it is as negative as people think.</p>
Assessment	<ul style="list-style-type: none"> Do Now Tasks Peer/Self-Assessment GRIT Check Assessment 	<ul style="list-style-type: none"> Do Now Tasks Peer/Self-Assessment GRIT Check Assessment 	<ul style="list-style-type: none"> Do Now Tasks Peer/Self-Assessment GRIT Summative Assessment 	<ul style="list-style-type: none"> Do Now Tasks Peer/Self-Assessment GRIT Check Assessment 	<ul style="list-style-type: none"> Do Now Tasks Peer/Self-Assessment GRIT Check Assessment 	<ul style="list-style-type: none"> Do Now Tasks Peer/Self-Assessment GRIT Summative Assessment

Prior learning	Students will be building upon and furthering knowledge gained in KS2 and Year 7. Students may touch upon topic areas from Primary school, however this varies for each individual school. Students may have some awareness of global topics and current affairs such as Climate Change and/or may have gathered find cross-curricular links with other subject areas i.e., Science.
Literacy Links & Subject Reading	<p>‘Horrible Geography’ series of books - Anita Ganeri</p> <p>‘Plate Tectonics’ - Iain Stewart</p> <p>‘Climate Change’ - Charles, Prince of Wales</p> <p>‘We are displaced’ – Malala Yousafzai</p> <p>‘Divided’ - Tim Marshall</p>
Enrichment within the Curriculum	Prior learning will be supplemented and expanded and students will be encouraged to utilise their knowledge of climate studies to help influence green policies around school. In addition, local fieldwork tasks, the larger trip to the Black Country Living Museum and the Dudley Canal Trust and Limestone caverns, will help students further develop their practical approach to the curriculum.
Extracurricular Opportunities	A fieldwork trip to Birmingham Think Tank will allow students to explore the role of Climate Change. Cross-curricular links with Science and DT allow students to broaden their knowledge and understanding.
Careers and Personal Development	<p>The study of geography helps students explore the evolution of people, their ideas, places, environment and climate. Understanding the impact that we have on each of these areas help students appreciate their place in the world and responsibilities to the environment in which we live.</p> <p><i>Career Focus:</i> Volcanologist and Campaigner/Aid Worker</p>

Ways to support your child’s learning

- Visits to local sites: Black Country Living Museum, Dudley Canal Tunnels, Thinktank Birmingham.
- Visits to UK sites: Natural History Museum, Science Museum London, Imperial War Museum
- Websites: BBC Bitesize (Earthquakes, Volcanoes, weather and climate, rocks), Human Geography
- Access to TV documentaries, BBC, Discovery and National Geographic
- National Geographic magazine, Geographical magazine



	Autumn 1	Autumn 2	Spring 1	Spring 2 & Summer 1	Summer 2
Topics	<p><u>Why were the Europeans Empire mad?</u></p> <p>The rise of Empire building within Europe with particular focus upon the Spanish conquest of Mexico and the British Empire during the Early Modern time period. Chronological overview of the period, development of culture, the treatment of minority groups and the aftermath of war and its impact on society</p>	<p><u>What was the slave trade and why did it come to an end?</u></p> <p>An in-depth study on the Transatlantic Slave Trade.</p> <p>Students will look at the reasons for the slave trade, treatment of slaves and the abolition of slavery.</p>	<p><u>What was it like to live and work in Industrial Britain?</u></p> <p>A thematic study that looks at the living conditions of the Industrial Revolution. Students will focus their studies on the houses, working conditions, and social conditions of the time period.</p> <p>The struggle for the vote, including examination of the actions of the Chartists and the Suffragettes.</p>	<p><u>How have conflicts affected soldiers and civilians?</u></p> <p>The impact of various conflicts upon soldiers & civilians. Within this unit students will look at WW1 and WW2, volunteering, the draft, living conditions, health, role of women, the impact of the atomic bomb and the aftermath of war on society.</p>	<p><u>Why is the Holocaust so significant?</u></p> <p>A depth study on the significance of the Holocaust.</p>
Assessment	<p>Checkpoint Assessment (Extended writing/PEE paragraph)</p> <p>1 Hour End of Unit Test (Why were Europeans Empire Mad?)</p>	<p>Checkpoint Assessment (Extended writing/PEE paragraph)</p>	<p>Checkpoint Assessment (Extended writing/PEE paragraph)</p> <p>1 Hour End of Unit Test (Industrial Britain)</p>	<p>Checkpoint Assessment (Extended writing/PEE paragraph)</p>	<p>Checkpoint Assessment (Extended writing/PEE paragraph)</p> <p>1 Hour End of Year Test (All topics studied)</p>

Prior learning	Students will be building upon skills gained in Year 7. Students will develop specific ways of answering questions, learning how to construct 'point, evidence and explanation' paragraphs. Students will also begin to analyse changes over time and consider causes and consequences. Through the course of the year students will be developing their chronological understanding of the past.
Enrichment within the Curriculum	Prior learning will continue to be supplemented and challenged with additional history skills, such as source criticism and interpretation. Students' writing skills will be expanded as they begin to create a structure for answering more complex questions.
Extracurricular opportunities	As part of the Industrial Revolution topic, students will have the opportunity to visit The Black Country Living Museum. In addition, the conflicts topic will see students visit local war memorials. Humanities Film Club - Humanities based films (including History, Geography, Ancient History and Philosophy, Religion & Ethics) are shown on the first Tuesday of each month in the Theatre from 3pm.
Links to personal development and citizenship	History provides students with a range of challenging events and outcomes which are, or have been, mirrored in modern day life. As a result, students are encouraged to explore what lessons from these events were learnt, what were not, why events repeat and what can break the cycle. Such historical repetitions and their resulting outcomes, impact on personal learning and development.
Preparing for the next stage of education	The Year 8 curriculum is designed to develop the skills that students will require in KS4, looking at written structure and organisation. Students will be moving from merely retelling history as a story to begin to consider causes and consequences. Students will make the choice at the end of this year to continue with either History, Geography or Ancient History into Year 9.

Ways to support your child's learning	
<ul style="list-style-type: none"> • Visits to local sites: Black Country Living Museum, Blists Hill Victorian Town and Ironbridge, Birmingham Museum, Royal Air Force Museum Shifnal, National Memorial Arboretum Alrewas, • Visits to UK sites: The British Museum, The National Holocaust Centre & Museum Nottingham, Imperial War Museum London, International Slavery Museum Liverpool • Websites: BBC Bitesize (British Empire through time, Industrial Revolution, The Holocaust), British History worksheets (https://schoolhistory.co.uk/modern/british-history), Industrial Revolution (https://schoolshistory.org.uk/topics/british-history/industrial-revolution), Holocaust (https://www.bbc.co.uk/newsround/16990175) • Use resources available on WISE • BBC History Magazine and Books: A History of Ancient Britain – Neil Oliver, The Rise and Fall of the British Empire: KS3 History – A Wilkes, The Industrial Revolution – P Hepplewhite, The Story of World War One – R Brassey, The Holocaust Pupil's Book – A Moore & C Culpin • Access to documentaries, BBC, The History Channel, Discovery and National Geographic • Films/Documentary DVDs: Horrible Histories, A History of Britain (Simon Schama), Roots by Alex Haley, Amistad, 12 Years a Slave, Amazing Grace, The World at War. 	

MATHS



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Curriculum content	Numbers and the Number System Calculating Checking & Approximating	Counting and Comparing Visualising and Constructing Investigating Properties of Shapes Algebra: Simplifying	Exploring Fractions, Decimals and Percentages Proportional Reasoning Sequences Measuring Space	Investigating Angles Calculating Fractions, Decimals and Percentages Solving Equations	Calculating Space Mathematical Movement Algebra: Graphs	Probability Presentation of Data Measuring Data Revision of key concepts as identified from assessments
Assessment	Year 8 Test Sparx Homeworks Mini-Tests/Check points		Year 8 Test Sparx Homeworks Mini-Tests/Check points		End of Year Test (Calc & Non-Calc) Sparx Homeworks	
Links to prior learning	Foundation Core <ul style="list-style-type: none"> • Multiply and divide numbers with up to three decimal places by 10, 100, and 1000 • Use long division to divide numbers up to four digits by a two-digit number • Use simple formulae expressed in words • Generate and describe linear number sequences • Use simple ratio to compare quantities • Write a fraction in its lowest terms by cancelling common factors • Add and subtract fractions and mixed numbers with different denominators • Multiply pairs of fractions in simple cases • Find percentages of quantities • Solve missing angle problems involving triangles, quadrilaterals, angles at a point and angles on a straight line • Calculate the volume of cubes and cuboids • Use coordinates in all four quadrants • Calculate and interpret the mean as an average of a set of discrete data 			Higher Core <ul style="list-style-type: none"> • Use positive integer powers and associated real roots • Apply the four operations with decimal numbers • Write a quantity as a fraction or percentage of another • Use multiplicative reasoning to interpret percentage change • Add, subtract, multiply and divide with fractions and mixed numbers • Check calculations using approximation, estimation or inverse operations • Simplify and manipulate expressions by collecting like terms • Simplify and manipulate expressions by multiplying a single term over a bracket • Substitute numbers into formulae • Solve linear equations in one unknown • Understand and use lines parallel to the axes, $y = x$ and $y = -x$ • Calculate surface area of cubes and cuboids • Understand and use notation for labelling angles, lengths, equal lengths and parallel lines 		
Literacy links and reading focus	Literacy homework: Famous Mathematicians	Literacy homework: Engineering	Literacy homework: Astronomy	Literacy homework: Sport	Literacy homework: Art	
	Giant Pumpkin Suite by Melanie Heuser Hill To the Moon! The True Story of the American Heroes on the Apollo 8 Spaceship by Jeffrey Kluger and Ruby Shamir Mind-Boggling Numbers by Michael J. Rosen					
Enrichment	Sparx Club Maths Club UKMT Junior Maths challenge					
Career Focus	Bank manager	Engineer	Careers lesson: Urban regeneration - Problem solving using number and measurement Pilot	Tax advisor	Game designer	Analyst



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	<p align="center"><u>Theme and Variation</u></p> <p>Understand the impact of classical music. Understand a timeline of famous composers. Play a piece of classical music on the keyboard. Compose own variation on famous themes, like Pachelbel's Canon.</p>		<p align="center"><u>Rap and Hip-Hop</u></p> <p>Perform a piece of hip-hop music, either as a singer or on a keyboard. Understand how to work in a group. Compose interesting lyrics with a rhyming scheme, using words with more than one syllable.</p>		<p align="center"><u>Instrumental Skills</u></p> <p>Work on instrumental skills through solo and group performances. Learn a new instrument or develop skills on an instrument you play.</p>	
Assessment	<p>Listening to music and analysing the musical style. Learning and playing a piece of keyboard music. Performing the piece of Music to the class.</p>		<p>Assessment of use of vocal skills and performance techniques. Writing lyrics using a theme and rhyming scheme. Performing composition to the class confidently.</p>		<p>Listening to music and learning the basics of an instrument. Developing skills on an instrument to improve technique and accuracy.</p>	

Prior learning	Students will be developing their key skills in listening from Year 7, learning music from listening and repeating, giving constructive and helpful feedback and performing for an audience in small and large groups. Students will have the opportunity to develop their knowledge, understanding and ability to play a range of instruments and styles of music. Literacy and numeracy skills are imperative to the Year 8 Music curriculum.
Enrichment within the Curriculum	To enrich students' experience of the subject all pupils will have the opportunity to watch performances of music from older students and members of staff. Students will be given the opportunity to perform in extra-curricular concerts to a large audience or work in smaller groups at a lunch time to perform in for other students.
Extracurricular opportunities	Students will have the opportunity to participate in clubs in Music including Free time, Choir and Music tech club at lunchtimes. These clubs run throughout the year.
Links to personal development and citizenship	Music opens up a wide range of opportunities to explore a range of cultural and political issues worldwide. Students are encouraged to work collaboratively to complete units to share expertise and give feedback to other students. Students should be mindful of the music they are creating and the impact that this has had on popular music today.
Preparing for the next stage of education	Studying Music is a great introduction to the world and the different genres of music that have influenced popular music. There are many opportunities for musicians including the use of keyboards, drums and other percussion instruments. Many students who study music already have many employability skills that can be transferred to different subject areas and future carers.

Ways to support your child's learning

- Encourage students to listen to as many different styles of music as possible.
- Look out for any music or creative media on TV Shows (CBBC/terrestrial channels), radio, or in the newspaper – these can be a fantastic way to get excited about music.
- Pupils are encouraged to read books, magazines and articles about bands and artists about how music is made and what inspires their writing.
Trips to music concerts, charity festivals and any other music performance style available.

physical education



"every child is a winner when they try their very best!"



	Autumn	Spring	Summer
Topics	<p>Students will complete 8 of the following activities during the course of the year:</p> <p>Netball, Badminton, Dance, Rugby, Badminton, Volleyball, Swimming, Handball, Tennis, Fitness, Athletics and Striking + Fielding</p> <p>Within each activity students will build on skills and techniques from year 7 and develop their abilities further. They will continue to transfer skills between previously visited activities and new ones through isolated skills and competitive / choreographed situations. Students will continue working as a team but also with an added focus of taking on leadership responsibilities within sport which they may be able to demonstrate through leading small groups through effective warm ups.</p>		
Assessment	<p>Each activity is individually assessed using the 'ME in PE' framework which focuses on the 'physical me' across all sports plus one of 'thinking me', 'social me' or 'healthy me' per sport.</p> <p>The thinking me takes into account skills, rules and tactics within sports. The social me focuses on working with others. The healthy me looks at how we prepare for activity and how are body responds to physical exercise.</p>		

Prior learning	Students build on skills learnt in Year 7, developing greater depth of knowledge and adding more specialised techniques to help them perform to a higher ability.
Enrichment within the Curriculum	PE continues from Year 7 to involve a range of cross curricular links for example Mathematical measurements in activities such as athletics, and scientific understanding of muscles. We also broaden student vocabulary with subject specific terminology that is encouraged during questions and answer sessions.
Extracurricular opportunities	A range of extra-curricular opportunities will be available every term, including those covered in lessons, and new activities, for example dodgeball and table tennis. Timetables will be regular updated and will be available in tutor rooms and online.
Links to personal development and citizenship	Students continue to work together in teams and take on leadership roles both in small and larger groups.
Preparing for the next stage of education	The Year 8 curriculum helps build on Year 7 foundations and add new activities to a student's repertoire as they begin to think about examination PE at KS4.

Ways to support your child's learning

- Encourage students to attend extra-curricular activities
- Encourage students to take part in sport outside of school
- Watch a variety of different sports either live or through the media
- Try a new sport/activity as a family to promote being active
- Encourage students to appreciate the importance of good fitness levels and support them in maintaining them (the Couch25k programme can be found online and is excellent in supporting this)
- Encourage students to read around the subject, this may be through fictional sport stories or autobiographies of famous sports stars



	Autumn 1	Spring 1	Summer 1
Curriculum content	<p><u>Why is Hinduism like a banyan tree?</u> In this unit, pupils study elements of Hinduism. They will examine how the banyan tree perfectly represents the complexity of and diversity within Hinduism. Pupils will first examine some of the key beliefs of Hinduism that can be seen as the “root” of the tree. Then, pupils will explore the different branches of Hinduism, assessing how diverse they are from one another, as well as study the diverse beliefs and experiences of young Hindus in Britain today.</p>	<p><u>Why do some people reject the idea of God and religion?</u> A wide range of secular viewpoints are examined throughout this unit, utilising real, lived experiences to help pupils understand why some choose to reject the idea of God and religion in today’s modern world. The voices of atheists are examined in order to help pupils answer our enquiry question. Pupils will also study the variety and diversity among people who consider themselves atheists in today’s society, and explore how the term “atheist” may be overly simplistic.</p>	<p><u>Why are festivals so important in Islam?</u> In this unit, pupils will firstly develop their knowledge of Islam as a religion, studying the fundamental beliefs and diversity of experience. Pupils then focus on 4 Muslim festivals; Hajj, Ramadan, Eid al-Fitr, and Mawlid al-Nabi. Through examining their origins, how they are celebrated, and the significance of them, pupils are then able to assess why festivals are so important in Islam.</p>
Assessment	Mid-point assessment (multiple choice questions & P.E.E. paragraph)		End-point assessment (multiple choice questions & P.E.E. paragraph)
Links to prior learning	This unit of work continues on from where pupils left off in year 7, revisiting the concept of diversity within religious traditions. It also carries on from the concept of religious belief influencing an individual’s actions, this time exploring how it could influence values and morals.	This unit develops knowledge and skills from the very first unit of year 7; pupils now examine and analyse some of the reasons why such a large percentage of those surveyed selected “no religion” on the British Social Attitudes survey.	Pupils build on the concept of diversity within religious traditions that has been developed in previous units. Pupils also further examine how religious belief can influence perspectives on the world, focusing on how these perspectives are revealed through the art created by individuals.
Literacy links and reading focus	Pupils’ literacy is developed throughout this unit through the reading of extracts, learning and retrieving key terms, and developing ability to complete extended writing pieces. Recommended reading: <i>Asha & the Spirit Bird</i> - Jasbinder Bilan	Pupils’ literacy is developed throughout this unit through the reading of extracts, learning and retrieving key terms, and developing ability to complete extended writing pieces. Recommended reading: <i>Philosophy for Teens: Core Concepts and Life’s Biggest Questions Examined</i> - Mark Linsenmayer	Pupils’ literacy is developed throughout this unit through the reading of extracts, learning and retrieving key terms, and developing ability to complete extended writing pieces. Recommended reading: <i>The Night Diary</i> - Veera Hiranandani
Enrichment opportunities	This unit uses real life experiences and testimonies from real people. Pupils are introduced to voices, opinions and views that they may not have otherwise come across.	This unit uses real life experiences and testimonies from real people. Pupils are introduced to voices, opinions and views that they may not have otherwise come across.	This unit uses real life experiences and testimonies from real people. Pupils are introduced to voices, opinions and views that they may not have otherwise come across.
Career Focus		Community development worker	Youth worker



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Organisation Atomic structure Electricity		Bioenergetics Chemical changes Magnets Space		Ecology Interdependence Chemical analysis Pressure	
Assessment	AP1 assessment on all units covered this term. Check point assessment for each unit		AP2 assessment on all units covered this term. Check point assessment for each unit		AP3 assessment on all units covered this term. Check point assessment for each unit End of year assessment for all content covered this year	

Prior learning	Year 8 builds upon the Year 7 understanding of cells, ecology, interdependence, atomic structure, particles, energy, forces, space, chemical changes and waves.
Enrichment within the Curriculum	We have ensured that practicals are at the centre of our curriculum. Making real life links between science in lessons and the outside world.
Extracurricular opportunities	We have scientist of the month competition for all year groups. We will be running science trips throughout the year – details to be confirmed. Science club runs once a week for Year 7 and 8. National science week activities take place in lessons and at lunchtime.
Links to personal development and citizenship	Spiritual understanding – science is the study of nature and the curriculum aims to be about awe and wonder of the natural world. Social development – working together in groups to investigate science practically and understand the effects of science on society.
Preparing for the next stage of education	The topics studied in Year 7 and 8 are the foundations for GCSE Science, which prepares students to be able to follow careers in medicine, engineering, health care, sports science, computer science and the world of finance, to name but a few pathways available to scientists.

Ways to support your child's learning

- Watch Science documentaries on TV – such as those by David Attenborough and Brain Cox.
- Visit Science museums – Thinktank in Birmingham, Lapworth Museum at Birmingham University (free entry all year round) and Space centre in Leicester. Visit a zoo or safari park.
- Go to the library to take out some popular science books.
- Try googling and doing some 'simple experiments at home' – lots of videos of experiments to watch on youtube.
- Watch youtube channels such as mygcsescience, freesciencelessons, minutephysics, crashcourse in biology / chemistry / physics.



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	<u>Hola</u>		<u>Mis pasatiempos</u>		<u>Mi colegio</u>	
	Greetings, numbers, alphabet Personal identity: name/ age/ birthday Dates & months & birthdays School equipment and classroom instructions Ser/tener/llamarse Family members Colours + adjectives Describing self – Hair & eyes Describing self – character Ser/estar Describing 3 rd person		Developing sentence structures Developing use of present tense Talking about sports & hobbies Immediate future tense Conditional tense		Days of the week Telling the time-24hr clock School subjects Opinion structures Reasons/justifications Connectives Developing use of verbs in present tense Describing a school day comparisons	
Assessment	Big write *Speaking Listening & reading		Big write *Speaking Listening & reading		Big write *Speaking Listening & reading	

*students will have a minimum of 1 speaking assessment

Prior learning	Students will have language awareness skills from primary school, they will have developed the language learning skills: look-cover-say-check. The curriculum in year 8 will have an emphasis on language learning skills
Enrichment within the Curriculum	Cultural awareness activities take place throughout the year, including awareness of holidays in Spain. We will also complete a film study – Ferdinand.
Extracurricular opportunities	Language ambassadors Culture club Homework drop-ins House MFL competitions (Bake off etc)
Links to personal development and citizenship	Students will further develop cultural awareness through their study of Spanish. Links will also be made to citizenship topics of living within a 'global' community.
Preparing for the next stage of education	The language learning foundations of year 7 will under-pin further study of languages and develop skills of memory & recall.

Ways to support your child's learning

- Help with learning spellings/meanings of new words
- Mini revision cards to make flashcards
- Use on-line websites such as www.languagesonline.org.uk
- Use apps such as Duolingo / linguascope
- Change settings for a DVD into Spanish