

## Year 8 Curriculum Overview

	Autumn 1		Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	<b>Gothic fiction</b> - conventions and language elements of Gothic literature, creative writing		<b>The Tempest</b> - Shakespearean context, characters, language and effect	<b>America: Non-fiction</b> - British vs American culture, non-fiction article writing	<b>Poetry from other cultures</b> - poetry, comparison skills	<b>Moon landings: fact and fiction</b> - interpreting different viewpoints in texts	<b>Class reader</b> - narrative voice, structure/hooks, figurative language, themes
Maths	<b>Fractions</b> - multiplying and dividing, mixed and improper fractions, fractional increase/decrease	<b>Percentages</b> - percentage changes as fractions/decimals, express amounts as percentages	<b>Algebra</b> - substitute values in formulae, simplify and manipulate algebraic expressions (brackets, binomials, indices, common factors), rearrangement of formulae	<b>Geometry</b> - convert cm <sup>2</sup> and m <sup>2</sup> , areas of circles, composite shapes and trapezium, perimeters of 2d shapes	<b>Ratio and proportion</b> - simplest forms, dividing into parts, changing between standard units, quantities as ratios or fractions, direct and inverse proportion	<b>Statistics</b> - pie charts, stem and leaf diagrams, finding mean/median/mode/range of non-grouped data	<b>Geometry</b> - properties of faces, surfaces, edges and vertices, 3d shapes, convert cm <sup>3</sup> to m <sup>3</sup> ,
Science	Year 8 groups will undertake all 6 units including biology, chemistry and physics on rotation across the year.						
	<b>Biology 3</b> - food and nutrition, breathing and respiration		<b>Chemistry 3</b> - combustion, the Periodic Table	<b>Physics 3</b> - fluids, Earth and space	<b>Biology 4</b> - plants and their reproduction, unicellular organisms	<b>Chemistry 4</b> - metals and their uses, rocks	<b>Physics 4</b> - light, energy transfers
History	<b>Why did it take so long for people to get the vote?</b> Focus on Peterloo and women	<b>Did people pull together during the Second World War?</b> The myth of the Blitz spirit, accuracy of views	<b>What has been the impact of migration to Britain?</b> From 400 to present, Britain's welcome to migrants, lasting impact	<b>Why did the USA drop atomic bombs on Japan?</b> Pre-war relationship, Pearl Harbour, reasons and aftermath	<b>How successful was the campaign for civil rights in the USA?</b> Methods, key figures, consequences and impact of campaign	<b>How did the Holocaust happen?</b> Anti-semitism, escalation and persecution, the Final Solution	<b>Why was there a Cold War?</b> Reasons and case studies, Berlin Wall, Cuban Missile Crisis, Vietnam War
Geography	<b>Ecosystems/Savannah Grasslands</b> - global ecosystems and their locations, life in different ecosystems compared with UK, case study on the Savannah: animals, people, climate, vegetation, sustainability			<b>Population</b> - global distribution, migration from Mexico to USA, push and pull factors, UK immigration, case studies including China/one child policy		<b>Economic Activity</b> - UK industries: primary, secondary, tertiary, quaternary, changes to industries, explaining graphs and data, using OS maps	
French	<b>Mon identité</b> - personality (1st/3rd person), adjective agreement, irregular adjectives, intensifiers, faire (to do), subordinate clauses with si (if) and quand (when), activities plus weather, opinions on TV/film/music, clothing, je vais + destination, je vais + infinitive (near future tense)			<b>Au collège</b> - school subjects, connectives and intensifiers, telling the time, time of day, use of pronoun on (we) plus verb, manger (to eat) + partitive article, je vais + infinitive (near future tense)		<b>The world around me</b> - places in town, il y a/ il n'y a pas de (there is/ there is not), French towns and landmarks, directions, aller (to go) + à/au, making plans, on peut (we can), agreeing/disagreeing	
RE/PSHE	<b>Biblical figures</b> - Moses, Abraham, David and Goliath, Jonah, Noah, Samson and Delilah, Daniel, Joshua, Elijah			<b>Parables</b> - the Good Samaritan, the prodigal son, Lazarus and the rich man, miracles, sermon on the mount		<b>Pilgrimage</b> - Christianity and Islam, Jerusalem, Lourdes, Hajj,	
	3 x Yr 8 PSHE lessons will be delivered at the teacher's discretion throughout the year						
	<b>Relationships and feelings</b> - teenage pregnancy, age of consent, sexual relationships, managing emotions, peer pressure, bullying and violence, understanding LGBT			<b>Healthy body/Healthy Mind</b> - apps which support healthy lifestyles, sleep awareness, alcohol awareness, positive vs negative mental states, anxiety		<b>Finances</b> - GDP, cost of living, managing budgets, understanding National Insurance, tax, bills and rent, mortgages and loans	
ICT	<b>Applications</b> - Flash animation and creating gaming characters (sprites), Audacity and sound, Photoshop and image manipulation, size vs image quality		<b>Technological Developments</b> - current and future technologies, impact on society, difference between WWW and internet	<b>Programming</b> - iteration, selection and variables, introduction to Python commands, BBC Microbit	<b>Bebras</b> - Oxford University competition: computational thinking puzzles	<b>Cyber Girls Challenge</b> - solving problems in cyber security, careers in cyber security	<b>How Computers Work</b> - input and output processes, networks, security
PE	Yr 8 students will have access to a range of sports and activities throughout the year, with opportunities to develop confidence, apply physical skills and engage in cooperative and competitive activity with others.						
	<b>Rugby, netball, hockey, dance, gymnastics, badminton, basketball, bowls, fitness</b>		<b>Rugby, netball, hockey, dance, gymnastics, badminton, basketball, bowls, football</b>	<b>Football, hockey, bowls, dance, badminton, basketball, cross country</b>	<b>Football, hockey, bowls, dance, badminton, basketball, cross country, handball</b>	<b>Tennis, athletics, rounders, cricket, bowls, yoga, dance</b>	<b>Tennis, athletics, rounders, cricket, bowls, yoga, basketball, dodgeball, badminton</b>
Technology	Year 8 groups will undertake all 6 technology topics across textiles, food and graphic design on rotation across the year.						
	<b>Textiles: Recycled bags</b> - environmental issues, recycling/upcycling, design principles, briefs and specifications, sewing machine skills		<b>Textiles: Monster</b> - looking at sewing kits, design for target market, hand sewing skills, evaluation of product	<b>Graphic design: Book making</b> - design principles, briefs and specifications, illustration, book making skills	<b>Graphic design: Door Hanger</b> - design principles, briefs and specifications, measuring, use of tools, reading drawings	<b>Food 1:</b> Health and safety, hygiene, packaging, protein, cereals, preparation skills, using hob/oven	<b>Food 2:</b> cross-contamination, yeast, carbohydrates, fats, cake structures, religion, seasonal cookery, continued practical skills
Art	<b>Pop Art</b> - observational drawing, form, tone, mark-making, scale/proportion, colour theory, complementary contrasts, acrylic mixing, reduction press printing, graphics, letter forms, artist studies			<b>Effigy</b> - observational drawing, clay/plaster/ wire sculpture, African/Aboriginal patterns and symbolism, Cornish culture		<b>Sea Life / Environmental Issues</b> - observational drawing, mixed media art, mono printing techniques, sgraffito, environmental awareness and conservation	
Drama	<b>Gothic Horror</b> - atmosphere and tension through acting and staging, comedy horror/spoof, story building and writing	<b>Grand Guignol</b> - research of style and techniques, tableaux of horror, study of scripts, immersing an audience	<b>Shakespeare</b> - theatre history, interpretation and inference of language in The Tempest, dramatic study of themes, character, theatrical styles and staging	<b>Devising work: The Tempest</b> - transformation and transition, dance drama, costume/set design	<b>Improvisation</b> - acceptance and blocking, spontaneity, rehearsal techniques e.g. monologue, thought tracking etc	<b>Stanislavski</b> - historical context and research, methodology linked to improvisation, building a character	
Music	<b>Exploring popular music:</b> song structures, instrumental line-ups in contemporary music, chords, introduction to ukeleles		<b>Exploring notation and reggae:</b> bass clef, exploration of Caribbean music and Bob Marley	<b>Exploring film music:</b> famous film themes, elements of film scores, links between music and terror/suspense/mood	<b>Composing for film:</b> working to a brief, applying and implementing compositional devices e.g. soundscapes, leitmotif	<b>Exploring rap and hip hop:</b> the role of technology, social/cultural/political influences, current affairs, figurative language	<b>Workshops and music technology:</b> changing forms - opera/hip hop, mixing and loop based samples, computer/sound technology
Careers	<b>Assembly - jobs of the future/ labour market, National Careers Service presentation</b>	<b>Creative Industries Insight activity</b>	<b>STEM speed-dating, Options assemblies/evening and Woods Browning visit</b>				
Tutor time programme	Tutors tailor sessions related to a chosen topic. Sessions are delivered once a week and a full rotation of all 8 tutor groups occurs three times across the year. Topics covered include: <b>global environment issues, local environment issues, presentation skills, thinking skills, diet and healthy living, healthy friendships, mindfulness and teambuilding/ leadership.</b>						