

## Year 8 Curriculum Outline 2021/22

The table below provides an outline of which topics/modules are planned to be taught in each of the three terms across the year. The topics/modules may not be taught in the order listed, but should be taught during the term outlined.

Subject	Autumn Term	Spring Term	Summer Term
Art and Design	<p><b>TOPIC: WAR ART</b>  <b>Key Skills: printing, painting, collage drawing/digital art</b></p> <ul style="list-style-type: none"> <li>• symbolism</li> <li>• war artists</li> <li>• contextual development and understanding</li> <li>• exploration of the role that visual images and words play in expressing issues and ideas is critical to developing "visual media literacy"</li> <li>• Commemorative work linked to history</li> <li>• The role of the war artist (Careers in Art challenge task)</li> </ul>	<p><b>TOPIC: INSECTS /PATTERN STRUCTURE DESIGN</b>  <b>(LOWER SCHOOL EXAM)</b>  <b>Key Skills: creative design/ working to a brief/ fashion /media</b></p> <ul style="list-style-type: none"> <li>• generating ideas / exploring materials</li> <li>• mark making</li> <li>• creating thumbnail sketches</li> <li>• examination preparation and development</li> <li>• effective planning</li> <li>• examination final piece</li> <li>• fashion drawing/design</li> <li>• V&amp;A Fashion Design (Design and Making challenge task)</li> </ul>	<p><b>TOPIC: DADA &amp; SURREALISM</b>  <b>Key Skills: working from imagination/design/illustration</b></p> <ul style="list-style-type: none"> <li>• social, political &amp; scientific contexts</li> <li>• objective drawing and painting</li> <li>• creating new relationships by unexpected juxtapositions</li> <li>• development of compositions using Photoshop or other digital image manipulation software</li> <li>• opportunities for 3D work using traditional &amp;/or found materials (Exhibition leaflet, Poster Design/Graphic's marketing advertisement challenge task)</li> </ul>
Biology	<ul style="list-style-type: none"> <li>• Variation and genetics</li> <li>• Selective breeding and cloning</li> <li>• Microorganisms</li> </ul>	<ul style="list-style-type: none"> <li>• Microorganisms (cont'd)</li> <li>• Enzymes and digestion</li> </ul>	<ul style="list-style-type: none"> <li>• Food and the digestive system</li> <li>• Ecological relationships</li> </ul>
Chemistry	<ul style="list-style-type: none"> <li>• the three states of matter</li> <li>• elements and compounds</li> </ul>	<ul style="list-style-type: none"> <li>• the reactivity series</li> <li>• rusting</li> <li>• reactions and energy change</li> </ul>	<ul style="list-style-type: none"> <li>• rates of reaction</li> </ul>
Computing	<ul style="list-style-type: none"> <li>• Microsoft Office Specialist: Excel – (10/12 lessons)</li> <li>• Python Programming – Project – (4/5 lessons)</li> <li>• Robot wars – (1 lesson)</li> </ul>	<ul style="list-style-type: none"> <li>• Computational Logic – (3 lessons)</li> <li>• The Impact of ICT – (4 lessons)</li> <li>• Year 8 Examination process – (2 lessons)</li> <li>• Escape room – (1 lesson)</li> </ul>	<ul style="list-style-type: none"> <li>• Microsoft Office Specialist: Word– (10/12 lessons)</li> <li>• Computer Systems – build a paper computer – 2/4 lessons)</li> <li>• One day visit to Bletchley Park Museum</li> </ul>

Subject	Autumn Term	Spring Term	Summer Term
Critical Thinking	<ul style="list-style-type: none"> <li>argument elements and structure</li> <li>argument writing</li> <li>assessing credibility using CRAVEN</li> <li>Identifying arguments, rants, quarrels, lists and explanations</li> <li>analogies</li> <li>corroborating &amp; conflicting evidence</li> <li>assumptions</li> <li>alternative &amp; generating explanations</li> </ul>	<ul style="list-style-type: none"> <li>problem solving</li> <li>exploring who was responsible for the sinking of Titanic</li> <li>argument writing</li> <li>weaknesses in arguments: flaws and false appeals</li> <li>evaluating evidence and weaknesses of evidence</li> </ul>	<ul style="list-style-type: none"> <li>British criminal justice system</li> <li>re-enacting a magistrates court case</li> </ul>
English	<ul style="list-style-type: none"> <li><i>Lord of the Flies</i> by William Golding</li> <li><i>Much Ado About Nothing</i> by William Shakespeare</li> </ul>	<ul style="list-style-type: none"> <li>Modern Poetry – 21<sup>st</sup> century poet – range of poems</li> <li>Reading and Writing Non-Fiction – Reading and writing a variety of non-fiction texts and analysing the effect of the writers’ methods</li> </ul>	<ul style="list-style-type: none"> <li>19<sup>th</sup> century novel – for example, <i>The Time Machine</i> by H.G. Wells or <i>Wuthering Heights</i> by Emily Brontë</li> <li>Writing descriptions – Analysing the methods used in novel studied to influence own creative writing</li> </ul>
French (Allez 1) New Course	<ul style="list-style-type: none"> <li>Revision of basic tenses and grammar points</li> <li>Baseline Assessment</li> <li>Introduction to La Francophonie</li> <li>Introduction to French Literature: Le Petit Nicolas</li> <li>Unit 4 – A table</li> </ul> <p>Vocabulary tests, translation and speaking practice for each unit</p>	<ul style="list-style-type: none"> <li>Unit 5- Mon quartier</li> <li>French Literature: Le Petit Nicolas</li> <li>La Francophonie</li> <li>Consolidation of Year 8 Course for End of Year Exam</li> </ul> <p>Vocabulary tests, translation and speaking practice for each unit</p>	<ul style="list-style-type: none"> <li>Unit 7- Destination vacances</li> <li>Consolidate the present tense (regular and irregular verbs) and the near future tense.</li> <li>End of Year Activities (Film, Quizzes, Cultural studies etc...)</li> </ul> <p>Vocabulary tests, translation and speaking practice for each unit</p>
Geography	<p>Brazil</p> <ul style="list-style-type: none"> <li>Physical and Human Geography of Brazil</li> <li>Urban Issues and Challenges</li> <li>Development issues</li> <li>Inequality</li> </ul>	<p>Rivers &amp; The Coastal Zone</p> <ul style="list-style-type: none"> <li>Hydrological Cycle and Drainage Basin</li> <li>River processes and geomorphology</li> <li>Coastal processes and geomorphology</li> <li>Coastal management</li> <li>Flood risk and management</li> </ul>	<p>Africa Misconceptions</p> <ul style="list-style-type: none"> <li>Landscape and Climate</li> <li>Ecosystems and Biomes (Tropical Rainforests)</li> <li>Sustainability Issues (Deforestation)</li> </ul> <p>School Based Fieldwork</p>

Subject	Autumn Term	Spring Term	Summer Term
German (Zoom Deutsch 1)	<p><b>Further development of the 4 skills of listening, speaking, reading and writing</b></p> <p><b>Revision, consolidation and extension of grammar from Year 7.</b></p> <ul style="list-style-type: none"> <li>• Unit 2B Home</li> <li>• Unit 3A Food and drink</li> </ul> <p>(Regular vocabulary tests and translation practice throughout)</p>	<ul style="list-style-type: none"> <li>• 3B Local area</li> <li>• Year 8 exam</li> <li>• 4A Fashion and shopping</li> </ul> <p>(Regular vocabulary tests and translation practice throughout)</p>	<ul style="list-style-type: none"> <li>• 4A Finish fashion and shopping</li> <li>• 4B Going on a trip</li> </ul> <p>(Regular vocabulary tests and translation practice throughout)</p>
Healthy Living	<p>Healthy Living will be delivered through breakout sessions which will take place across the school year.</p>		
History	<p><b>How has the twentieth century shaped the lives of the people?</b></p>		
Latin	<p>Introduction to the Latin language:</p> <ul style="list-style-type: none"> <li>• usefulness of Latin in the modern society</li> <li>• acquisition of basic vocabulary</li> <li>• grammar</li> <li>• introduction to basic translating skills</li> <li>• background work on Mythology, Gods and Goddesses</li> <li>• regular grammar and translation exercises</li> </ul>	<ul style="list-style-type: none"> <li>• increasing competence in translation skills and familiarisation with the language itself</li> <li>• increased vocabulary knowledge</li> <li>• new grammar</li> <li>• vocabulary tests</li> <li>• regular translation</li> <li>• assessment of project</li> </ul>	<ul style="list-style-type: none"> <li>• new grammar</li> <li>• regular translation work</li> </ul>

Subject	Autumn Term	Spring Term	Summer Term
Mathematics KS3	<ul style="list-style-type: none"> <li>• Factors and powers (<b>Delta 2 Unit 1</b>)</li> <li>• Working with powers (<b>Delta 2 Unit 2</b>)</li> <li>• 2D shapes and 3D solids (<b>Delta 2 Unit 3</b>)</li> <li>• Real-life graphs (<b>Delta 2 Unit 4</b>)</li> </ul>	<ul style="list-style-type: none"> <li>• Transformations (<b>Delta 2 Unit 5</b>)</li> <li>• Fractions, decimals and percentages (<b>Delta 2 Unit 6</b>) – include use of Essential Maths Bk 9</li> <li>• Constructions and loci (<b>Delta 2 Unit 7</b>)</li> </ul>	<ul style="list-style-type: none"> <li>• Probability (<b>Delta 2 Unit 8</b>)</li> <li>• Scale drawings and measures(<b>Delta 2 Unit 9</b>)</li> <li>• Graphs (<b>Delta 2 Unit 10</b>)</li> </ul> <p><b>DELTA 3 topics (if time):</b>  <b>Unit : 1.1, 1.3, 1.4</b>  <b>Unit 2: 2.1, 2.2, 2.3</b></p>
Music	<p><b>Pop Through the Ages</b></p> <ul style="list-style-type: none"> <li>• Listening and analysing popular music from the 1950s to present day</li> <li>• Exploring popular song structure (Verse/Chorus, Pre-Chorus, Middle 8)</li> <li>• Performing a chord sequence using ukulele and/or guitar</li> <li>• Understanding drumming notation and patterns including four on the floor</li> <li>• Developing individual singing technique</li> </ul>	<p><b>Film and Television</b></p> <ul style="list-style-type: none"> <li>• Listening and analysing film, video games and television scores and their composers</li> <li>• Exploring leitmotifs and performing <i>Hedwig's Theme</i> from Harry Potter on the keyboard</li> <li>• Understanding the importance of music in films to heighten the drama and convey emotion</li> <li>• Composing to a moving picture</li> <li>• Exploring 20<sup>th</sup> century minimalist techniques in film music</li> </ul>	<p><b>Rhythms of the World</b></p> <ul style="list-style-type: none"> <li>• Exploring and respecting different musical cultures, traditions, conventions and history</li> <li>• Performing together as a class music from Africa through singing and drumming</li> <li>• Understanding rhythmic features, notation and dictation</li> <li>• Whole class Samba</li> <li>• Listening and appraising the musical fusion, Bhangra</li> </ul> <p><b>Class Concert</b></p>
Physics	<ul style="list-style-type: none"> <li>• light</li> <li>• sound</li> </ul>	<ul style="list-style-type: none"> <li>• sound</li> <li>• heat and temperature</li> </ul>	<ul style="list-style-type: none"> <li>• electromagnetic spectrum</li> </ul>

Subject	Autumn Term	Spring Term	Summer Term
PSHCE	<ul style="list-style-type: none"> <li>• What kind of person am I?</li> <li>• Friendship/understanding others</li> <li>• Confidence and Self-esteem</li> <li>• Fire Safety Talk</li> <li>• RSE 1 – Communication, Relationships and Sex – discussing the issues</li> <li>• RSE 2 – Consent</li> <li>• RSE 3 – A question of new relationships and diversity in sexual orientation</li> <li>• RSE 4 – Contraception Check</li> <li>• RSE 5 – Sexting and the Law</li> <li>• RSE 6 - Pornography</li> <li>• RSE 7 – Forced Marriage</li> <li>• PC1</li> <li>• Drugs</li> <li>• Mindfulness</li> </ul>	<ul style="list-style-type: none"> <li>• Risks – E-safety 1</li> <li>• Risks – E-safety 2</li> <li>• Body Image</li> <li>• Careers Talk</li> <li>• Kudos in ICT rooms</li> <li>• The Real Game in ICT rooms</li> <li>• PC2</li> <li>• Organisation and Revision</li> <li>• Exam Week</li> <li>• Mindfulness</li> </ul>	<ul style="list-style-type: none"> <li>• Coaching for Success</li> <li>• Smoking and Alcohol</li> <li>• British Values</li> <li>• Year 9 Tutor Groups</li> <li>• PC3 and of term review</li> </ul>
Religion & Worldviews	<p><b>Abrahamic Religion</b> Jewish Beliefs, Teachings &amp; Practices</p> <ol style="list-style-type: none"> <li>1. Covenants</li> <li>2. Prophets</li> <li>3. Mitzvot</li> <li>4. Jewish Rites of Passage</li> <li>5. Jewish Festivals</li> </ol> <p>Inquiry: Importance of Laws.</p> <p><b>Middle-Eastern Religion</b></p> <ol style="list-style-type: none"> <li>1. Zoroastrianism</li> <li>2. Bahaism</li> </ol> <p>Inquiry: Importance of Prophets</p>	<p><b><i>Begin study for OCR Religious Studies GCSE J625</i></b></p> <p><b>Paper 2</b></p> <p><b>Islam Beliefs and Teachings</b></p> <ol style="list-style-type: none"> <li>1. Core beliefs</li> <li>2. Nature of Allah</li> <li>3. Prophethood</li> <li>4. Books</li> <li>5. Angels</li> <li>6. Eschatological Beliefs &amp; Teachings</li> <li>7. Life After Death</li> </ol>	<p><b>Paper 2</b></p> <p><b>Islam Practices</b></p> <p>The importance of practices Public &amp; private acts of worship</p> <ol style="list-style-type: none"> <li>1. Hajj</li> <li>2. Zakah</li> <li>3. Sawm</li> <li>4. Festivals</li> <li>5. Jihad</li> </ol>

**Year 8 Core PE Programme of Study 2021-2022**

	<b>8COL SET 1</b>	<b>8COL SET 2</b>	<b>8COL SET 3</b>	<b>8HE SET 1</b>	<b>8HE SET 2</b>
<b>2 Weeks</b>	Rounders	Rounders	Rounders	Rounders	Rounders
<b>4 Weeks</b>	Netball	Table Tennis	Badminton	Netball	Table Tennis
<b>Half Term</b>					
<b>3 Weeks</b>	Tag Rugby/ Football	Netball	Personal Survival	Tag Rugby/ Football	Netball
<b>4 Weeks</b>	Personal Survival	Gymnastics/ Dance	Netball	Personal Survival	Gymnastics/ Dance
<b>Christmas Break</b>					
<b>3 Weeks</b>	Gymnastics/ Dance	Football/ Tag Rugby	OAA	Gymnastics/ Dance	Football/ Tag Rugby
<b>3 Weeks</b>	Badminton/ Basketball	Personal Survival	Table Tennis	Badminton/ Basketball	Personal Survival
<b>Half Term</b>					
<b>3 Weeks</b>	X-Country	X-Country	X-Country	X-Country	X-Country
<b>1 Week</b>	Fitness	Fitness	Fitness	Fitness	Fitness
<b>1 Week</b>	<b>Year 8 Examinations</b>				
<b>1 Week</b>	Fitness	Fitness	Fitness	Fitness	Fitness
<b>Easter</b>					
<b>4 Weeks</b>	Cricket	Athletics/ Rounders	Athletics/ Rounders	Cricket	Athletics/ Rounders
<b>2 Weeks</b>	Athletics/ Rounders	Cricket	Athletics/ Rounders	Athletics/ Rounders	Cricket
<b>Half Term</b>					
<b>2 Weeks</b>	Athletics/ Rounders	Cricket	Athletics/ Rounders	Athletics/ Rounders	Cricket
<b>4 Week</b>	Athletics/ Rounders	Athletics/ Rounders	Cricket	Athletics/ Rounders	Athletics/ Rounders