

Year 8 Curriculum Map		Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
English 5 lessons per week	Curriculum Content	War and Conflict: What is it good for? Students will explore a range of wartime texts. They will focus particularly on the use of sentence structure, punctuation and figurative language. They will then write either a description about conflict or a narrative about a place that has had a lasting impression on them. Students will try to incorporate the skills they have analysed during their reading.	War and Conflict: What is it good for? Students will learn a range of complex poetic devices. They will then analyse the poets' use of language and structure and explore how these techniques contribute to the meaning of the poems. Students will write an analytical comparison of two poems.	Shakespeare: 'Much Ado About Nothing' Students will study 'Much Ado about Nothing'. They will develop their analytical skills by exploring Shakespeare's use of language, plot, characters and structure. Students will produce a detailed analysis of key scenes.	Shakespeare: 'Much Ado About Nothing' Students will explore the features of writing an argument. They will then create an argument based on the treatment of women in Shakespearean times. They will develop their use of discourse markers, sentence starters and punctuation.	Adventure and Survival Students will study a range of non-fiction travel writing texts. They will analyse how the writers use a range of sentence types, punctuation and tone. Students will then create their own description/ narrative of an adventure using a range of sophisticated punctuation, vocabulary and paragraphing for deliberate effect.	Adventure and Survival Students will study 'Lord of the Flies' or 'Holes'. They will evaluate the writer's use of character, language and structure. They will write an analysis of a key extract.
	Assessment	Writing - Describe - Write a story about conflict OR Narrate - Write about a place that has a lasting impression on you.	Reading - A comparison of two war poems: "Dulce et Decorum Est" and "Who's for the Game?"	Reading - Analysis of an extract from 'Much Ado about Nothing'	Writing - Writing to argue - were women were treated fairly in Shakespearean times?	Writing - Write a description of an exciting adventure.	Reading - An analysis of an extract from 'Lord of the Flies' or 'Holes'
Maths 5 lessons per week	Curriculum Content	Indices & algebraic manipulation. Fractions. Perimeter, area and volume.	Probability. Ratio and proportion. Equations and inequalities. Similar figures.	4 rules, powers and standard form. Angles. Estimation and rounding. Sequences.	Graphs. Statistical Diagrams. Symmetries and congruence. Percentages.	Finance. Substitution. Pythagoras' theorem. Probability diagrams.	Averages. Transformations.
	Assessment	Unit assessments.	Unit assessments. TP1 Non cal paper.	Unit assessments.	Unit assessments. TP2 Calc paper.	Unit assessments.	Unit assessments.
Science 5 lessons per week	Curriculum Content	Biology Health, disease and the development of medicines.	Chemistry Separating mixtures, breaking down substances, acids and metals.	Physics Waves and radiation.	Biology Plants and ecosystems.	Chemistry Chemical reactions: patterns, energy and rates of reaction.	Physics Electricity and magnets.
	Assessment	Progress check tests every 3/4 weeks					
French 2 lessons per week	Curriculum Content	My holidays Describing your experiences of holidays and your opinions on them. Describing plans for your next holiday and where you would go if money was no object. Being able to use regular and irregular verbs in a range of tenses.		Hobbies Pupils will look at how they spend their free-time. They will look at TV shows, cinema, reading and the internet.		My style and my home Pupils will talk about their interests in clothes and music and describe where they live. They will also look at personality and relationships.	
	Assessment	Progress check tests every 3/4 weeks which will include grammar tests, translations, written tasks, reading comprehension and listening tasks.					
History 2 lessons per week	Curriculum Content	How did the lives of black people in America change? Slavery, American Civil War, segregation and discrimination, Montgomery Bus Boycott, Martin Luther King, Malcolm X. Key skills: source inference, describe features, cause/consequence, time comparison.		What happened during the World Wars? WWI: causes, recruitment, trench warfare, conscientious objectors, Treaty of Versailles, WWII: causes, Blitz, evacuation, conscientious objectors, the Holocaust. Key skills: source inference, source utility, source enquiry, balanced argument.		How was the world divided after 1945? Atom bomb, division of Europe, Korean War, Cuban Missile Crisis, Vietnam War. Key skills: source inference, narrative, importance, interpretations.	
	Assessment - progress check	What was a consequence of the Middle Passage? What can you infer from Source A about the American Civil War?	What were two features of the Jim Crow laws? What changed about the lives of black people in America?	Was the assassination of Franz Ferdinand the main cause of WWI? How could you follow up Source A to find out more about the DLI?	What can you infer from Source A about the role of women in WW2? How useful is Source A to find out about the treatment of Jewish people in Nazi ghettos?	What is the difference between the interpretations about the dropping of atom bombs on Japan in 1945? What is the story of the Cuban Missile Crisis?	What can you infer from Source A about the Vietnam War? Why were guerrilla tactics important for Vietnam War?
Geography 2 lessons per week	Curriculum Content	China: Population density, end of One Child Policy, rapid industrial growth, pollution, Three Gorges Dam, biodiversity, overseas aid Key skills: choropleth map, population pyramid, scatter graph/line of best fit National Trust Scrambles fieldwork: Sampling techniques, primary data collection, data presentation and analysis	China: Three Gorges Dam, biodiversity, overseas aid Rivers: Downstream changes and processes, formation of landforms, causes of flooding Key skills: Contour lines, hydrographs, six figure grid references, flood maps, interquartile range	Rivers: Effects of flooding, responses to flooding Russia: Tourism in Moscow, illegal immigrants, Siberian tribes, endangered animals effects of the World Cup Key skills: Pie charts, isoline maps	Russia Effects of the World Cup Climate change Past natural climate change and evidence, causes of global warming, effects of global warming, measures to reduce greenhouse gas emissions Key skills: Analysis of articles and social media, measures of central tendency	Climate change Measures to reduce greenhouse gas emissions Rainforests Climate, structure and adaptations, food chains, nutrient cycling, causes of deforestation Key skills: sketch map, stacked bar chart, food web, satellite images, percentage change	Rainforests Conservation Urban geography Structure of UK cities and growth, changing economy and impacts, regeneration projects, structure and inequality in LIC urban areas, regeneration projects in LIC urban areas Key skills: scale and location, flow diagrams, compound line graph, questionnaire design
	Assessment	Mid topic extended writing and end of topic GCSE style assessment					
Personal Development 1 lesson per week	Curriculum Content	Sex & Relationships Diversity awareness and risky behaviour Investigation into what makes behaviour "risky" with a focus on consent.	Careers Life online Impact of social media, cyber bullying, positive profiles online.	RE - What does it mean to be a Muslim in the UK? Key beliefs of Islam - Mohammad, the Qur'an, nature of Allah. Why people are Islamophobic, developing empathy and understanding of those of different faiths.		RE - Who changes the world? Study of important figures and groups throughout history and the motivation behind their actions, for example MLK, Chipko Movement, Malala, Stonewall and the Suffragettes.	
	Assessment	Informal attitudinal assessment as part of verbal discussion, final written assessment and vocabulary tests.		GCSE question to be researched and completed, written final assessment.		GCSE question to be researched and completed, written final assessment.	
Art 1 lesson per week	Curriculum Content	Portraiture Understand proportion of the face. Teacher led demonstrations and observational drawing lessons - self portraits. Exploring shade and tone to add depth and detail to the features of the face. Investigate artist - visual and written research skills - present factual information, examples of artists work, analyse and	Portraiture Explore and investigate a range of artists and styles of portrait artists. Take part in technique workshops. Develop and refine ideas - explore techniques media and processes, refine ideas in light of experiences to develop own ideas informed by the influence of artists. Present a final or series of final outcomes exploring portraiture.	Day of the Dead Investigate the Mexican festival "Day of the Dead" and traditional "Sugar Skulls" Visual and written research - present factual information, examples of artists' work, analyse and share thoughts and opinions about own work and others. Respond to research to create "sugar skull" ideas - Line drawing, creative thinking, use of colour. Explore a range of techniques media and processes including creating paper picados.	Day of the Dead Use a range of 2D mixed media processes Explore techniques media and processes, refine ideas in light of experiences to develop own ideas informed by the influence of traditional Mexican imagery, decoration and traditions which are part of the festival Day of The Dead. Combine line drawing with new processes to create ideas Present a final final outcomes informed by development work and experimentation.	Pop Art Investigate artist/ Pop Art movement. Present factual information, examples of artists' work, analyse and share thoughts and opinions about own work and others. Analyse and research Pop Art style - Explore a range of media and ways of working. Refine ideas in light of experiences to develop own ideas informed by the influence of Pop artists and Pop Art style.	Pop Art Record observations and insights - Drawing, photographs, further research with a focus on product design and advertising. Refine ideas through experimenting. Present a final final outcomes informed by development work and experimentation.
	Assessment	Student sketchbooks will be marked and timely feedback given. The class teacher will assess students against the criteria for tasks and a grade will be given 1-9. Assessment information relating to each grade is in the front of student sketchbooks for their reference.	Student sketchbooks will be marked and timely feedback given. The class teacher will assess students against the criteria for tasks and a grade will be given 1-9. Assessment information relating to each grade is in the front of student sketchbooks for their reference.	Student sketchbooks will be marked and timely feedback given. The class teacher will assess students against the criteria for tasks and a grade will be given 1-9. Assessment information relating to each grade is in the front of student sketchbooks for their reference.	Student sketchbooks will be marked and timely feedback given. The class teacher will assess students against the criteria for tasks and a grade will be given 1-9. Assessment information relating to each grade is in the front of student sketchbooks for their reference.	Student sketchbooks will be marked and timely feedback given. The class teacher will assess students against the criteria for tasks and a grade will be given 1-9. Assessment information relating to each grade is in the front of student sketchbooks for their reference.	Student sketchbooks will be marked and timely feedback given. The class teacher will assess students against the criteria for tasks and a grade will be given 1-9. Assessment information relating to each grade is in the front of student sketchbooks for their reference.
Computing 1 lesson per week	Curriculum Content	Path 1 Data types (images), manipulating images, hexadecimal. Path 2 Do Aliens Exist? Using the internet / reliability and bias / desktop publishing skills.	Path 1 Programming and problem solving using Microbits. Path 2 Digital Identity.	Path 1 Creating a web page, comparing HTML with software packages. Path 2 Spreadsheet software	Path 1 Databases, filtering, creating, datatypes. Path 2 Computer crime and cybersecurity.	Path 1 Python programming - data structures, loops and functions. Path 2 .Computer technology / programming.	Path 1 Programming challenge, create two programs one in Scratch, one in Python. Path 2 Research project. Problem solving / independent thinking skills.
	Assessment	End of topic assessments for each unit.					
Music 1 lesson per week	Curriculum Content	Theory: Grade 1 theory Scales: major and minor up to 3 sharps and flats Performing: solo performance Composing- starting composition from: a chord sequence, rhythm or phrase Understanding music: listen to unfamiliar music, identify and describe musical elements	Theory: Grade 1 theory Scales: major and minor up to 3 sharps and flats Performing: solo performance Composing- starting composition from: a chord sequence, rhythm or phrase Understanding music: listen to unfamiliar music, identify and describe musical elements	Theory: Grade 1 theory Scales: major and minor up to 3 sharps and flats Performing: solo and ensemble performance Composing: composition film Understanding music: listen to unfamiliar music, identify and describe musical elements	Theory: Grade 1 theory Scales: major and minor up to 3 sharps and flats Performing: solo and ensemble performance Composing: composing computer gaming Understanding music: listen to unfamiliar music, identify and describe musical elements	Theory: Grade 1 theory Scales: major and minor up to 3 sharps and flats Performing: solo and ensemble performance Composing: free composition binary and ternary form Understanding music: listen to unfamiliar music, identify and describe musical elements	Theory: Grade 1 theory Scales: major and minor up to 3 sharps and flats Performing: solo and ensemble performance Composing: free composition rondo and theme and variations Understanding music: listen to unfamiliar music, identify and describe musical elements

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	Assessment	Progress checks when performing weekly vocabulary tests. Weekly understanding music questions					
Drama 1 lesson per week	Curriculum Content	Witchcraft/Macbeth Focus on Storytelling Theatre & Physical Theatre. Explore the costume, sound and lighting to enhance a performance of	Exploration of Set Text - Chicken by Mark Wheeler. Explore characterisation and non naturalistic devices used in performance (Choric Speaking, Monologue, Cross Cutting, physical theatre, caricature). Develop a performance based on the play with a focus on the message of road safety.			Creating tension in Drama Focus on Vocal, physical performance techniques and use of Stage Combat.	
	Assessment	Costume Design Project (based on GCSE criteria) and performance of Short Scene.	Written homework tasks & practical work in lessons.	Written homework tasks & practical work in lessons.	Reading - An analysis of an extract from 'Lord of the Flies' or 'Holes'	Performance of devised scene showing tension & written evaluation	
PE 2 lessons per week	Curriculum Content	<p>Assessment -1 PE1/PE2/PE3 Physical - Application and performance of skills in isolation and in a game situation. Ability to perform with consistency and accuracy Cognitive - Use of tactics and strategies in a competitive situation Quality of decision making and justification of tactics and strategies.</p> <p>Assessment 2 - PE1/PE2/PE3 Cognitive - Use of tactics and strategies in a competitive situation Quality of decision making and justification of tactics and strategies. Social - Application of awareness of the role in the team Works with others showing respect at all times. Use of a range of leadership strategies</p>	<p>Assessment 2 - PE1/PE2/PE3 Cognitive - Use of tactics and strategies in a competitive situation Quality of decision making and justification of tactics and strategies. Social - Application of awareness of the role in the team Works with others showing respect at all times. Use of a range of leadership strategies</p> <p>Assessment 3 - PE1 Physical - Application and performance of skills when performing dance routines. Ability to perform with consistency and accuracy Social - Application of awareness of the role in the team Works with others showing respect at all times. Use of a range of leadership strategies</p> <p>PE2-</p>	<p>Assessment 4 - PE1/ PE2/ PE3 Cognitive - Use of tactics and strategies in a competitive situation Quality of decision making and justification of tactics and strategies. Social - Application of awareness of the role in the team Works with others showing respect at all times. Use of a range of leadership strategies</p> <p>Physical - Application and performance of skills in isolation and in a game situation. Ability to perform with consistency and accuracy</p> <p>Assessment 5 - PE1/ PE2/ PE3 Cognitive - Use of tactics and strategies in a competitive situation Quality of decision making and justification of tactics and strategies. Physical - Application and performance of skills in isolation and in a game situation. Ability to perform with consistency and accuracy</p>	<p>Assessment 5 - PE1/ PE2/ PE3 Cognitive - Use of tactics and strategies in a competitive situation Quality of decision making and justification of tactics and strategies. Physical - Application and performance of skills in isolation and in a game situation. Ability to perform with consistency and accuracy</p> <p>Assessment 6 - PE1/ PE2/ PE3 Cognitive - Use of tactics and strategies in a competitive situation Quality of decision making and justification of tactics and strategies. Social - Application of awareness of the role in the team Works with others showing respect at all times. Use of a range of leadership strategies</p> <p>Assessment 7 - PE1/ PE2/ PE3 Cognitive - Use of tactics and strategies in a competitive situation Quality of decision making and justification of tactics and strategies. Social - Application of awareness of the role in the team Works with others showing respect at all times. Use of a range of leadership strategies</p> <p>Physical - Application and performance of skills in isolation and in a game situation. Ability to perform with consistency and accuracy</p>	<p>Assessment 7 - PE1/ PE2/ PE3 Cognitive - Use of tactics and strategies in a competitive situation Quality of decision making and justification of tactics and strategies. Physical - Application and performance of skills in isolation and in a game situation. Ability to perform with consistency and accuracy</p> <p>Assessment 8 - PE1/ PE2/ PE3 Physical - Application and performance of skills in isolation and in a game situation. Ability to perform with consistency and accuracy Cognitive - Use of tactics and strategies in a competitive situation Quality of decision making and justification of tactics and strategies.</p>	<p>Assessment 8 - PE1/ PE2/ PE3 Physical - Application and performance of skills in isolation and in a game situation. Ability to perform with consistency and accuracy Cognitive - Use of tactics and strategies in a competitive situation Quality of decision making and justification of tactics and strategies.</p> <p>Assessment 9 - PE1/ PE2/ PE3 Cognitive - Use of tactics and strategies in a competitive situation Quality of decision making and justification of tactics and strategies. Social - Application of awareness of the role in the team Works with others showing respect at all times. Use of a range of leadership strategies</p> <p>Physical - Application and performance of skills in isolation and in a game situation. Ability to perform with consistency and accuracy</p>
	Assessment	Progress Check One (4 weeks) PE1 & PE2 - Developing Technique PE3- Achieve personal bests Progress Check 2 (2 Weeks) PE1 & PE2 -Tactics and Strategies PE3- Problem Solving	Progress Check 2 (2 Weeks) PE1 & PE2 -Tactics and Strategies PE3- Problem Solving Progress Check 3 - (1 Week) PE1- Perform Dances PE2- Achieve personal bests PE3 - Develop Technique	Progress Check 4 (3 Weeks) PE1 & PE3 - Competitive Sport PE2 - Problem Solving and Teamwork Progress Check 5 (3 Weeks) PE1- Achieve Personal Bests PE2 & PE3 - Develop Technique	Progress Check 5 (1 Week) PE1- Achieve Personal Bests PE2 & PE3 - Develop Technique Progress Check 6- (4 Weeks) PE1/PE2/PE3 - Tactics and Strategies Progress Check 7 - (1 Week) PE1- Problem Solving PE2- Competitive Sport PE3- Develop Technique	Progress Check 7 - (3 Weeks) PE1- Problem Solving PE2- Competitive Sport PE3- Develop Technique Progress Check 8 - (2 Weeks) PE1- Develop Technique PE2 & PE3 - Achieve Personal Bests	Progress Check 8 - (2 Weeks) PE1- Develop Technique PE2 & PE3 - Achieve Personal Bests Progress Check 9 (4 Weeks) PE1/PE2/PE3 - Competitive Sport
Technology 2 lessons per week	Curriculum Content	<p>Pupils in year 8 will cover all aspects of Technology throughout the year while following a termly rotation across the department.</p> <p>Food Technology: Pupils will complete the 2 Star Chef Award, covering food handling, preparation and hygiene skills. Pupils will also learn about healthy eating, nutrition and standard components while preparing basic dishes.</p> <p>Textiles Technology: pupils will apply the skills learnt in year 7 and develop them in a design project, creating a sock monkey toy for in response to a client brief.</p> <p>Electronic Products: pupils will manufacture and programme an electronic dice based on a PIC microcontroller. They will develop soldering skills and an understanding of basic electronics which includes the systems approach, component recognition, resistance and manufacturing techniques.</p>					
	Assessment	<p>Pupils' practical work is assessed as it progresses with regular feedback throughout their projects. All pupils will sit an end of topic assessment which will contribute 50% of their assessment grade. End of year assessment will consist of an overview of all practical work completed (50%) and a cumulative assessment (50%) which covers all of the learning for the year.</p>					
Pastoral	Curriculum Content	<p>Celebrating our differences</p> <p>Leadership: There's no 'I' in team Leadership: Putting together a team Leadership: How I like to be led Them and Us: The cycle - thoughts-words-deeds Them and Us: Positive reinforcement: the Feel Good Factor Them and Us: Recognising difference as a good thing</p>	<p>Celebrating our differences</p> <p>Communication: Structure of a debate Communication: Expressing opinion through debate Communication: Using debate to improve school work E-safety: Social Media (Pt 1) E-safety: Social Media (Pt 2) E-safety: Cyberbullying</p>	<p>Thinking with a clear head</p> <p>Initiative: When did I last show initiative? Initiative: Taking the initiative in my learning Initiative: Approaching problems with a clear head Futures: Routes to work Wellbeing: Stigma Wellbeing: Positivity</p>	<p>Thinking with a clear head</p> <p>Them and Us: Everyday kindness Them and Us: Kindness: worth so much, yet costs nothing Them and Us: Thinking outside the box PiXLOrate: Clarifying and summarising PiXLOrate: Audience Awareness PiXLOrate: Self-regulation</p>	<p>Committing to growth</p> <p>Organisation: Organised problem solving Organisation: Planning events Organisation: Approaching challenges in an organised way Them and Us: What is an 'open' character? Them and Us: What is a 'closed' character? Them and Us: Why is it important to see each other as human first?</p>	<p>Committing to growth</p> <p>Resilience: What is a growth mindset? Resilience: What are my strengths and weaknesses? Resilience: No mistakes = no progress Wellbeing: Personal growth (Pt 1) Wellbeing: Personal growth (Pt 2) Wellbeing: Opportunities</p>