Curriculam map - brief overview of areas studied through Year 8

Year 8	Autumn 1	Autumn 2	Cross Curricular	Spring 1	Spring 2	Cross Curricular	Summer 1	Summer 2	Cross Curricular
English	**Gothic Horror** - Descriptive writing & Instructional writing Essay writing (with Edgar Allan Poe study) Week 1 - Introduction to genre and instruction writing - writing a GH recipe Week 2 - Identifying and understanding features of GH in trailers and text extract Week 3 - Writing to describe. Focus on imagery (auditory, olfactory and visual) in gothic horror setting description Week 4 - Study of 'Frankenstein' and 'Jekyll and Hyde' extracts - picking out features of GH in readiness for reading assessment Week 4 - Analysis of Poe's 'The Tell-tale Heart' - identifying features, imagery and themes in the text Week 5 - GCSE literature assessment: Is 'The Tell-tale Heart' typical of the gothic horror genre?	**Stone Cold' novel study** - Formal letter writing & Essay writing (focused on the presentation of homelessness) Week 1 - Introduction to key characters; character extract analysis; diary entry writing in role Week 2 - Accent and dialect in the text; the role of friendship in the text and drama exploring the theme of friendship Week 3 - Analysis of charity leaflets; introduction to 'The Big Issue' and the role of the organisation; study of homelessness documentary in readiness for writing assessment Week 4 - Writing assessment - persuasive letter writing to government official about the issue of homelessness in the UK Week 5 - Evaluation of the text and the way the writer has presented themes and characters Week 6 - Reading assessment. GCSE language assessment focused on how the issue of homelessness is presented in the text	**History** - contextual understanding of the age of reason and enlightenment. **DT** - writing a recipe Music - study of film trailers to discuss the impact of sound and how good authors build this in their writing. **Values** - issues and society's views on homelessness. Look at political agenda.	**Shakespeare study 'Heroes and Villains'** Essay writing (focused on the character of Prospero in 'The Tempest') & explanation writing (how students would stage a scene) Week 1 - Conventions of heroism and villainy; introduction to Shakespeare (building on Y6 and Y7 work) Week 2 - 'Richard III' study - is Richard a villain? In what way(s)? Reading focus to build understanding of Shakespearian language Week 3 - 'The Tempest' - characterisation of heroes and villains through names; Prospero character focus - is Prospero and hero or villain? Week 4 - GCSE literature reading assessment - 'HOw is Prospero as hero and/ or villain in this extract and across the play?' Week 5 - 'Romeo and Juliet' - Romeo as a tragic hero character study Week 6 - Writing assessment - How would students stage a scene from 'Romeo and Juliet' and why?	**Conflict Poetry** Essay writing (analysis (comparison for MA pupils) of presentation of conflict in poetry & writing poetry Week 1 - Identifying attitudes to war and revision of poetic devices Week 2-3 - study of various poems from anthology (these will be studied at different times according to individual teaching group needs and teacher's planning) Week 4 - Essay looking at how conflict is presented in one of the poems studied (MA students may compare how relationships are presented) Week 5 - Creative writing workshops - looking at visual stimules to revise and prepare for writing assessment Week 6 - writing to describe. Students to create a written description from visual stimulus	**History** - learning about Shakespeare's life and times, and considering how this shaped his writing. Learning about different conflicts around the world and what these looked like. Considering the experiences of war through historical artifacts. **Geography** - learning about the countries in which the conflicts took place. **Values** - Considering the themes in the texts and how these relate to our lives and world today	**The Hunger Games** - Recount writing & Essay writing Week 1 - Introduction to dystopia and utopia Week 2 - Character study of Katniss and use of foreshadowing and tension (author's craft) Week 3 - Beauty and humanity - The Capital vs the districts Week 4 - Imagery and motif in literature - focus on bird and floral imagery developed across the text Week 5 - 'The Hunger Games' Reading assessment preparation - film vs. text study. Focus on the Avox character Week 6 - GCSE Language assessment Week 7 - Characterisation and relationships - Rue, Katniss and Kato and Haymitch focus Week 8 - The ending. Debate - Does the text present serious warnings about the nature of reality TV? Week 9 - Writing assessments - diary entries from the perspective of two different characters **Redborne exams**		**Values** - relationships, society and politics **DT/ ART** - symoblism and motif **Media** - considering directoral choices; the role of reality tv
Maths	**Measures** - Interpreting scales, bearings, circumference. **Manipulating algebra** - Setting up and solving simple equations, using brackets, working with more complex equations, solving equations with brackets. **Probability** - Introduction to probability, single event probability, combined events. **Proportion** - Understanding ratio notation, sharing in a given ratio, working with proportional quantities. **Transformations** - Rotation, scale drawing, enlargement. **Indices** - Index notation.	**Sequences** - Linear sequences, special sequences. **Two dimensions and beyond** - Finding area and perimeter, understanding nets, volume and surface area of cuboids. **Equations** - Trial and improvement. **Percentages** - Applying percentage increases and decreases to amounts.		**Three dimensions** - Volume and surface area of cuboids, 2-D representations of 3-D shapes. **Graphs** - Plotting graphs of linear functions, the equation of a straight line. **Surveys** -Designing a questionnaire, using grouped frequency tables, displaying grouped data. **Measuring shapes** - Area of circles. **Decimals** - Writing numbers in standard form. **Problem solving in context** - within graphs, statistics, measures and decimals	**Brackets in algebra** - Working with more complex equations, solving equations with brackets, simplifying harder expressions. **Measures with shapes** - Area of circles, Pythagoras' theorem. **Percentages** - Applying percentage increases and decreases to amounts, finding the percentage change from one amount to another, reverse percentages. **More on equations** - Trial and improvement, linear inequalities. **Angles** - Angles and parallel lines, bearings, angles in a polygon.		**Powers** - Index notation, prime factorisation. **Statistical surveys** - Using grouped frequency tables, interquartile range, displaying grouped data. **Sequences and graphs** - The equation of a straight line, special sequences, quadratic sequences, plotting quadratic and cubic graphs. **Dimensions** - 2-D representations of 3-D shapes, prisms, compound units. **Parts of a whole** - Working with proportional quantities, the constant of proportionality. **Functions and equations** - Solve pairs of equations by substitution, solve simultaneous equations using elimination, using graphs to solve simultaneous equations. **Accuracy** - Significance, approximating, limits of accuracy. **Construction** - Scale drawing, constructions with a pair of compasses, loci. **Ratio and proportion** - Sharing in a given ratio, working with inversely proportional quantities. **Harder algebra** -Simplifying harder expressions, using complex formulae. **Using transformtions** - Reflection, rotation, enlargement, similarity, trigonometry. **Probability** - Estimating probability, single event probability, combined events.		
Science	**Biology 5** Pupils: can understand reproduction in animals and plants. **Chemistry 4** Pupils: Can describe a range of chemical reactions (acids and alkalis) **Physics 4** Pupils: can calculate fuel use and costs in the domestic context. can understand energy changes and transfers in a range of contexts (including conduction, convection and radiation). can describe changes in systems. can describe how energy is stored in matter.		**Values**: Reproduction (focus on the science/anatomy and physiology rather than the emotional side). **Geography**: Convection currents? Alternative/ renewable electricity generation methods?	**Biology 4** Pupils: can understand gas exchange systems in humans and plants. can explain the process of photosynthesis. can explain the process of cellular respiration. **Chemistry 6** Pupils: Can describe cycles that occur on Earth and in the atmosphere (rock cycle and evolution of the atmosphere including climate change) **Physics 6** Pupils: can describe the Earth's place in the Universe.		**Geography**: Climate change and global warming? Structure of the Earth and the layers that make it up. **Maths**: Graph skills (line graphs) and extrapolation/ estimating sample size. Calculation of means	**Biology 6** Pupils: can understand relationships in an ecosystem (food chains/webs, global warming, the importance of bees and sampling) **Chemistry 5** Pupils: Can understand basic chemistry principles for GCSE (ceramics, composites and polymers) **Physics 5** Pupils: can describe observable waves. can understand sound waves. can understand how energy can be transferred in waves. can understand the nature and use of light waves.		**Geography**: Global warming/ climate change, the importance of bees, sampling techniques. **Maths**: Graphs and men calculations. Extrapolation during sampling involves calculations.
Computing	**Google Internet Legends** Be Sharp, Be Alert, Be Secure, Be Kind, Be Brave Create a powerpoint of tips for privacy online	**Animation** Types of Animation Storyboarding Animating Editing Viewing and Evaluating	**Values** - Internet Safety	**Binary/Hex** Binary Converting numbers to Binary Hex Converting between denary, binary and Hex ASCII	**Python programming** Variables, Boolean Loops Python programming tasks Python to Javascript		**Pixlr Photo Editing** Head Replacement/Pinch/Pull/Blemish Removal Mr Bean in random places Film Poster/Billboard Magazine Layout	**Advertising - Team Project** Groups/Theme and Ideas Planning Videoing Editing Pitch Presenting	
Art	**Grotesques and Gargoyles**- ICT Research/Mood board page which includes layering of images and key words. Group work creating a collage and mixed media. Observational drawings based on illistrator Brian Froud, wax resist and mixed media. Green men- Ink effect piece using patterns from William morris's leaf wallpaper designs.	Final design showing shade, tone and texture which will lead to clay work showing 3D modeling and using different tools, equpment and techniques. Evaluation of final piece.	**Geography**- Gothic architecture in different countries/ cities. **Textiles**- William Morris/ repeat patterns. **ICT**- Research	**Japanese Art-** This will be based on Hokusai. Pupils will generate an **ICT** research page including key words,traditional landscapes ect. Koi carp- group work creating a wax resist, using inkand watercolour. landscape block printing.	Wax Resist/Printmaking- This incudes creating a design, incouperating key Japanese influences, tracing, relief printing and working in to final piece with mixed media.	**PHSE**- Japanese culture **Maths**- Scale and time management **English**- Evaluation of final pices and annotation	**Manga Art/ Anime-** research in to TV, magazines and books/ evaluation on the topic.	Pupils will create a version of themselves in the s	**English**- Evaluation on skills and techniques pupils have learnt throughout the year.
Design Technology	**Product Design** Novelty Phone Holder - Designing for a target audience that fully exploits the properties of acrylic in manufacture	**Summary of tasks** Significant time will be spent on ensuring students are able to think, design and work independently. Design lessons will include a focus on initial designs and develop them to a final design. The importance of scale will be discussed including time spent on annotation and how to explain designs. Shading and rendering techniques are also recapped Practical lessons have a larger expectation in terms of design and quality of work produced and independence. CAD&CAM is discussed. Lessons adapted yearly to link to areas covered in GCSE	**Maths** - Scale, use of units and unit conversion (cm to mm), time management **English** - initial design ideas, evaluation of work, annotation of designs, step by step instructions, labeling of materials, health & safety rules	**Textiles** Batik and producing a product of choice using independent and problem solving skills gained in previous years	**Lessons include/cover;** practical challenges to recall knowledge from previous years and build independence and teamwork, batik introductions, initial designs, design development, final designs, evaluation of designs, practical lessons with ongoing evaluation of practical work. Lessons adapted yearly to link to areas covered in GCSE	**Maths** - Scale, use of units and unit conversion (cm to mm), time management **English**- evaluation of work, annotation of designs, step by step instructions, labeling of materials, health & safety rules	**Cooking & Nutrition** Further skills when using the hobs, ovens, chopping and cutting methods. Safety in the food room.	**Summary of tasks** Significant focus on students working and thinking independently. Lessons will cover measurements, adapting recipes, health & safety, food hygiene and preparation requirements. Lessons adapted yearly to link to areas covered in GCSE	**Maths** - Units and conversion (ml to l, etc) **English** - evaluation of recipes, recording of key information in booklets
French	Talking about personality using adjectival agreement and WOW phrases Talking about relationships(reflexive verbs, reasons, pronoun "on") French poem	Explaining your musical taste (agreeing/disagreeing) Talking about clothes(near future, adjectival agreement) Talking about what you did last weekend and what you will do next weekend Christmas activities	**Values**:Friendships/ Relationships Celebrations and Culture French Poetry	Revision of the present, past and future tense linked to La Fete des Rois Describing where you live(comparatives,superlatives, adjectival agreements, conditional tense) Describing your home using prepositions and adding details	French pancake day Talking about meals using regular and irregular verbs World Book Day: Jack Discussing what food to buy using "il faut" (idiomatic structures) Easter activities: Poem	**Values**- Culture and celebrations **Literacy**-Grammar French poetry **D&T**-Food	Talking about an event using 3/4 tenses Writing a letter using the variety of structures learnt during the year Talking about future plans/studies	Revision for Redborne - requested by Redborne (greater numbers, longer passages with greater details, etc...)	**Literacy**-Grammar **Numeracy** **PHSE**- Culture
Geography	China- a country study looking at development in China, Human Issues, Physical Geography of China, Industry in China, China's tech ambitions and environmental issues.	Dynamic Coasts – a study of Coastal Geomorphology.		Water and Food: food surplus and water deficit, impacts of food insecurity, how to increase food supplies, case study of farming in Africa (Literacy focus lesson)	Food and Population: effects of demand for food on our planet, future food, human impact, local vs global,		Tourism: Importance of tourism, tourism industry (numeracy based), challenges of tourism, revisit of National Parks, conflicts and effects on country (Africa), ecotourism,	Russia: Location, Climate variations, history of Russia, Revisit Chernobyl (Literacy based lesson) Crimea, Living in Tundra, tourism, space.	
History	Why was there so much religious conflict during the 16th and 17th centuries?	How did parliament become more powerful?		How did society change during the Reformation?	How did ordinary people win the right to vote?		Why did attitudes to slavery change?	What was the effect of European colonisation?	
Music	**Pulsation** (work on rhythmic and melodic ostinato). Students will begin to build on the knowledge of rhymthic value. By putting together a emsemble composition. Using up to 4 bets over 16 bars.			**Music Production and Industry** - Students will be introduced to the music industry and the different elements it contains. During this project each class will design, record and publish a class album that will be made as a compilation of tracks the students have composed, sequenced or covered building on from the prior knowledge of Y7 and KS2. This will be an opportunity for all students in the class to be involved in the making of a musical product as well as showcase instrumental or technical talent.			Ground bass (composing using a gound based on Pachelbels cannon). Mode to Measure		
PE	Boys Contact rugby/Bastketball, 6 lessons each. More advanced contact rugby techniques, development of ruck, maul and scrimmaging. Development of kicking in a variety of situations. Basketball - Developing basic skills of control, passing, dribbling and shooting using the lay-up technique. Advanced offensive and defensive strategies. Girls Contact rugby/Netball, 6 lessons of each. 7-a-side, development of position specific techniques. Competitive full games including understanding of umpiring and scoring.	Football/Handball, 7 lessons of each. Development of dribbling, passing and shooting techniques. More advanced defensive and offencive techniques.		Fitness/Badminton - 7 lessons of each. Fitness. Understoanging of different types of training including continuous, interval, fartlek and circuit. Identify the benefits of each and adapt circuits to suit the needs of a specific athlete.. Badminton. Advanced techniques and gameplay. Introduciton of smash and drop shot.	Volleyball/Handball - 6 lessons of each. Voleyball - Development of shot selection to include more attacking shots, more advanced rules with less modification. i.e. no bounce/catch. Handball - more advanced defensive techniques including wall defense.		Athletics/striking and fielding. Athletics, development of more advanced runnig throwing and jumping techniques using more advanced equiment. Peer coaching/assessment and introduction to accurate measurement.	Stiking and fielding. Development of traditional s&f skills used in a variety of sports including softball, rounders and cricket. Tennis, development of more advanced shot selection. Scoring systems for singles and dooubles and good understanding of rules/umpiring.	
RE & Values	Should happiness be the purpose of life? LIT - Essay task CC - English WB - 7th October	Online and media CC- computing	**English -** Essay writing **Computing** - Internet safety	Why don't Hindus want to be reincarnated and what do they do about it?	Intimate and sexual relationships CC - Science	**Science -** human body, internal organs, reproduction	The Buddha: How and why do his experiences and teachings have meaning for people today	Mental Wellbeing	
Community time	Respectful Relationships (T2) R1, L3, R27, R28, L7	What makes a person inspirational to others? (3.13)		Mental Wellbeing	Britishness		It's my life: what should I do with it? Questions of meanings and commitment (3.8)	What do we do when life gets hard? (3.12)	