Year 8 Curriculum Overview. 2020-21

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
English	**The Adventures of Sherlock Holmes** Students will study the narrative structure, reading for understanding of character, plot, setting, themes, language and social, historical and cultural context.		**The Tempest** Students will cover all aspects of reading for meaning and analyse characters, plot, setting, themes, language and social, historical and cultural context during the Shakespearean period. Students to develop the skills of stage directions and terminology relating to Elizabethan language and analysis of such		**Animal Farm** Students will cover all aspects of reading for meaning and analyse characters, plot, setting, themes, language and social, historical and cultural context. Students will develop the skills of language and structure analysis. Using the theme students are to develop the skills of writing to explain, descriptive writing and the features of speeches.	
Maths	Number Application Can students apply numerical reasoning to problems involving probability?	Proportions in play. Conversion of Measure. Compound measures. Best buys. Proportions as fractions. Percentage change. Enlargement and scale factor.	Number exploration to the real world: Developing fractions, decimals and percentages? Pupils are able to identify and fluently manipulate mixed numbers and improper fractions.	Number exploration to the real world: Can I apply fractions, decimals and percentages?	Can we use our fine motor skills in drawing and constructing?	Graphical Exploration: Can we link linear graphs to real-life applications?
Science	**Waves – Sound** How do sound waves transfer energy and how do our ears detect it? **Waves – Light** How does light pass through different materials and how do our eyes detect light? **Genes – Variation** What are the different types of variation and how does variation help a species survive? **Genes – Human reproduction** How does fertilisation occur in humans and what can affect the development of a foetus?	**Earth - Earth structure** How are different types of rocks on our planet formed? **Earth – Universe** How does our Star compare to other stars in the Universe? **Forces – Speed** How can we calculate and compare the speed of different objects? **Forces – Gravity** How will an astronaut's weight vary on a journey to the moon?	**Electromagnets – Voltage and resistance** How are current, voltage and resistance related? **Electromagnets – Current** What are electric fields and how do charges interact in them?	**Reactions – Metals and non-metals** How do metals and non-metals react with each other? **Reactions – Acids and Alkalis** How do acids and alkalis react with each other? **Organisms – Breathing** How gases are exchanged when we breathe and what effect can lifestyle and disease have on gas exchange? **Organisms – digestion** What are the components of a healthy diet and how does our body digest food?	**Matter – periodic table** How the periodic table organised and what is are the chemical properties of different groups? **Matter – Elements** How do elements react to make compounds and what are the properties of different materials? **Energy – Work** How is energy transferred when a force moves an object? **Energy – Heating and cooling** How is energy transferred by conduction convection and radiation?	**Ecosystems – respiration** How do living organisms use aerobic and anaerobic respiration? **Ecosystems – Photosynthesis** How do water and minerals move through a plant?

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History	How did Henry VIII cause religious turmoil that lasted 150 years?	What was Britain's involvement in the Transatlantic Slave Trade? How did Britain benefit from being an empire? How did the industrial revolution change Britain?	What was the impact of WWI on Germany?
Geography	What is the waste problem and how can we change it?	What are earthquakes?	How can we effectively manage the impact of volcanoes?
Spanish	<u>At Home/En Casa</u> What is your house like? What rooms are there in your house? What is your bedroom like? What activities do you do at home?	<u>Free Time/El Tiempo Libre</u> What do you do in your free time? What do you like to do in your free time and why? What do you normally do and what are you going to do in your free time?	<u>In Town/En La Ciudad</u> What is your town like? What activities do you do in town depending on the weather? What are you going to do in town?
Digital Literacy	<u>Understanding computers</u> "What is a Computer?" understand how instructions are stored and executed within a computer system. Know Inputs/Outputs. Internal components in relation to the performance of a computer system. Students will be introduced to the use of logic gates and Boolean logic within computer systems and will design and create logic diagrams to solve given problems.	<u>Digital Imagery</u> Students will study Photoshop and creating digital content. They will use building skills within Photoshop from layers to colour replacement. Students will study morals and ethical issues surrounding the use of Photoshop, different types of digital graphics, different purposes of digital graphics will run throughout the unit of work, students will be encouraged to debate the use of Photoshop within magazines and the social impact this has. The unit of work entwines the concept of binary through the introduction of Binary images and artwork and how this is generated and stored.	<u>Scratch & Visual Programming</u> Students will study algorithms in the form of flow charts and pseudo code and introduce students to programming concepts through the visual programming language, Scratch. Students will deepen this knowledge through the design and creation of a game for a given target audience. <u>Python Programming (Turtle)</u> Students will deepen their knowledge of key design concepts in the form of algorithms including flow charts and pseudo code. Students will be introduced to text-based programming making use of the python turtle to solve problems.
Design Technology	**Designing** **House electronics** **Knowledge:** Paper classifications and sizes. What is a circuit? What do components do? **Design:** Designing with restrictions. Rendering. Orthographic projection. **Make:** Basic circuitry and soldering and paper folding techniques. **Evaluate:** Does your product work? How can you fix problems?	**Designing** **Automata project including a mechanism** **Materials knowledge:** Wood classification. Where does timber come from? Suitability of different timbers for certain products and conditions What are different types of mechanisms? **Design:** Isometric drawing, building on from the previous year. Explosive diagrams. **Make:** Select the most appropriate wood joint from those used last year and incorporate a CAM as a mechanism. **Evaluate:** What skills have you developed? Test your product and consider how you would improve it.	**Making** Planning and using practical skills and techniques.

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Food & Preparation	**Hygiene and safety** Why is correct storage of food important? What is the danger zone? How can you reduce the risk of food poisoning?	**Micro and Macronutrients** What is the Eat well Guide Plate? What are micro and macronutrients?	**Food Provenance** What are Food Miles? What is the Red Tractor Logo?			
Physical Education (Boys)	**Rugby** **Key Question:** How can we develop tactical awareness alongside skill acquisition within Rugby? **Key Focuses:** Re-cap on passing, passing developments, tackling, tactical focus – overloads and player positions, combining skills into game situations Leading to small groups 4-6 pupils in a 3 part/phase warm up	**Football** **Key Question:** How can we develop tactical awareness alongside skill acquisition within Football? **Key Focuses:** Re-capping – passing, dribbling, shooting – passing and shooting progressions, tactical awareness – creating attacking opportunities	**Handball** **Key Question**: How can we develop tactical awareness alongside skill acquisition within Handball? **Key Focuses:** Re-capping on previously taught passing and dribbling, passing developments, Jump Shot, Tactical – attacking and defending basic shape, combining skills into game contexts	**Fitness** **Key Question**: How does circuit training develop CVF/M and what effect does exercise have on the body in the short and long term? **Key Focuses:** Bleep test, Introduction to circuits, Circuit development, Pupil led circuits	**Athletics** **Key Question**: What are the key techniques to help us run faster, throw further and jump higher. **Key Focuses:** Sprinting, Shot Putt and High Jump	
Physical Education (Girls)	**Rugby** **Key Question:** How can we develop tactical awareness alongside skill acquisition within Rugby? **Key Focuses:** Re-cap on passing, passing developments, tackling, tactical focus – overloads and player positions, combining skills into game situations	**Handball** **Key Question**: How can we develop tactical awareness alongside skill acquisition within Handball? **Key Focuses:** Re-capping on previously taught passing and dribbling, passing developments, Jump Shot, Tactical – attacking and defending basic shape, combining skills into game contexts.	**Gymnastics** **Key Question**: How do we work collaboratively to create a routine? What do advanced travel and balance movements look like? **Key Focuses:** Partner routines, body shapes and balances, advancing travel and use of equipment	**Rounders** **Key Question**: How can we develop tactical awareness alongside skill acquisition within Rounders? **Key Focuses:** Re-capping on passing, catching throwing and batting techniques, further developing, tactical awareness – batting specific.	**Athletics** **Key Question**: What are the key techniques to help us run faster, throw further and jump higher. **Key Focuses:** Sprinting, Shot Putt and High Jump	
Religious Studies.	Why is pilgrimage important to theists?	Can you have faith without a God? Do we need to prove	Who is responsible for our planet?	Does religion help make people better citizens?	Is death the end?	

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		God's existence?				
PSHCE	Mental Health and First Aid. What influences our mental health and how can we manage our emotions? How can we challenge attitudes towards mental health? How can I deal with a first aid emergency?	Living in the wider world. How can we be more active in improving our academy? How are laws made and what happens when you break them? How does our country differ from others? How can you protect yourself online?	Relationships and consent. What does a healthy relationship look like? Is sexuality, gender & Identity the same thing? What is sexting?	Health and Wellbeing. What effects do drugs and alcohol have on the body and mind? How can we be resilient when faced with challenges?	Relationships and sex. What are the differences between bullying and banter? What makes someone vulnerable to exploitation? What is the appeal of being part of a gang? County Lines	Living in the wider world. Are school and work really that different? How important are qualifications for my future? How do employability skills link to different job sectors?
Art	Formal elements • Students will learn knowledge about each of the formal elements, which underpin the discipline of Art and Design: Line • Shape • Pattern • Texture • Tone • Colour	Living world. Pupils will investigate the work of Angie Lewin, starting with a watercolour emulation, progressing to a set of photographs and finishing the term with a 'final design' which they will carry forward to HT3 when poly printing. Pupils will learn about retro surface print and how this is similar to the work of Lewin, their homework will extend this knowledge through researching 'William Morris' a British textile designer.	Polyprinting. Observational drawings of insects. Leonardo Davinchi- use of cross hatching to create tone.	The Living World With an immediate link to the texture found in hatching, pupils will use real-life objects, such as shells, feathers and leaves, to create mark-making with Indian ink and biro, focusing on experimentation. Pupils will then learn and be assessed on the skill of 'sgraffito'. Pupils will be asked to refer back to their photographs to create a set of meaningful experiments influenced by artists and techniques which they have studied in HT2.	Baye Hunters- students will create collages of birds using 3D Sculptive wire, papier mâché and collage.	Typography Pupils will research the work of Bob and Roberta Smith through an emulation, using pencil and acrylic paint. This will be their first time using acrylic paint, and pupils should focus on colour mixing and careful, consistent application.

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Drama. This subject runs through the year on a carousel with Music	Introduction into Theatre in Education. What is the purpose of Theatre in Education and what is the goal? Students will choose a topic to explore and design a character and a plot to enhance the performance element of the course.		Frantic Assembly. Students will study this highly energetic and practical style of performance. They will use the theme of WW11 to devise and create an original piece of drama focussing on movement skills.		
Music	<u>Pitch and Rhythm</u> Students will build on the basic music notation learned in year 7 (adding sharps and flats and semi quavers) and then use that knowledge to learn to play Fur Elise by Beethoven on the keyboard. Alongside this, students will deepen knowledge the elements of music through analysing music when listening to it (adding knowledge of articulation and tonality to the information learned in year	<u>Timbre and Creation</u> Students will use their knowledge of the elements of music to create their own music as part of a group collaboration using keyboards and percussion instruments. They will deepen their knowledge of music notation to include graphic notation, understanding how symbols and images are used to represent musical sounds.	<u>Music Production</u> Students will deepen their knowledge of complex music sequencing software (Cubase) to understand musical structures through creating music to fit a one-minute film trailer. They will manipulate sounds using: loops, samples, automation (dynamics), editing, duplicating, adding effects, adding their own notes and sounds and ensuring their music fits the timings accurately.	<u>World Music – Scales</u> Students will learn contextual, cultural and historical detail to enable them to understand Chinese and Indian music, the scales and instruments. Students will learn to create music from China through using the keyboard (or Cubase) and a pentatonic scale and create a performance of Indian music as part of a small group using the keyboards, percussion instruments and improvisation.	