

Year 8 Curriculum Overview 2022-23

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
English	<p>Genre Study- Gothic Fiction</p> <p>Students will study a range of Gothic texts, ranging from 19th Century to contemporary.</p> <p>Conventions of Gothic Literature, including character and setting.</p> <p>Analysing language, using effective references and quotations from the text.</p> <p>Critiquing the work of the writer by evaluating how effectively authors have used language to convey ideas.</p>	<p>Genre Study- Gothic Fiction</p> <p>How to deconstruct an image to use as a creative writing stimulus.</p> <p>Using effective/sophisticated vocabulary, spelt accurately.</p> <p>Writing creatively and imaginatively.</p> <p>Using a range of sentence types and starters for effect in writing.</p>	<p>On the Stage- Romeo and Juliet</p> <p>Students will read the full play of Romeo and Juliet, exploring it thematically.</p> <p>Analysing how language is used in Romeo and Juliet, to present themes throughout the play.</p> <p>Understanding Shakespeare's intentions and what influenced his writing.</p>	<p>On the Stage- Romeo and Juliet</p> <p>Exploring Romeo and Juliet using dramatic devices.</p> <p>Develop speaking and listening skills through debate.</p> <p>Using persuasive language effectively.</p> <p>Understanding Shakespeare and contemporary audience's attitudes to love.</p>	<p>Places - London</p> <p>Reading a range of fiction and non-fiction texts.</p> <p>Comparing the presentation of ideas and methods.</p> <p>Exploring viewpoints of topical, societal issues.</p> <p>Understanding how perspective influences viewpoint.</p> <p>The importance of synthesising and comparing viewpoints in order to draw conclusions</p>	<p>Places- Survival</p> <p>Students will explore a range of fiction and non-fiction texts with a survival focus.</p> <p>Writing for a specific audience.</p> <p>Conventions of non-fiction writing, specifically writing to inform.</p> <p>Using language and punctuation for a specific purpose.</p>	
Maths	<p>Number - 4 operations with positive and negative numbers, multiples, factors, primes, HCF, LCM, prime factor decomposition, squares, roots and cubes</p> <p>Rounding/index laws - rounding to varying</p>	<p>Expressions and equations - simplifying expressions, substitution, function machines, solving more complex 1 and 2 step equations, equations with unknowns on both sides, form and</p>	<p>Graphs - coordinates in all 4 quadrants, midpoints, gradient, straight line graphs, $y = mx + c$, parallel and perpendicular lines, horizontal/vertical line graphs, quadratic graphs, reciprocal graphs</p>	<p>Fractions - recap fractions from Y7, FDP conversion, write a number as a fraction of another, 4 operations with mixed number fractions</p> <p>Percentages (1) - percentage of amounts,</p>	<p>Percentages (2) - percentage multipliers, simple/compound interest, reverse percentage</p> <p>Construction/Loci - perpendicular bisector, perpendicular from a point on the line</p>	<p>Real life graphs - conversion graphs, distance-time graphs, line graphs, time-series graphs and speed-time graphs</p> <p>Decimals - rounding, 4 operations, ordering both positive and negative decimals using inequality symbols.</p>	

	<p>degrees of accuracy, powers of 10, laws of indices for positive powers and power of zero</p> <p>Area and 3D shapes - recap area from Y7, naming parts of circles, area and circumference of circles, recap 3D shapes from Y7 and surface area of a cylinder</p>	<p>solve equations, expanding and factorising expressions, expanding double brackets and factorising quadratics.</p> <p>Transformations - translations using vector notation, reflections, rotations, enlargements, describing transformations, enlargements with fractional and negative scale factors, volume and area scale factor.</p>	<p>and exponential graphs</p> <p>Lines/Angles - constructing triangles, recap angle rules from Y7, angles in parallel lines, interior and exterior angles of a polygon, finding angles by forming and solving equations.</p>	<p>percentage increase/decrease, percentage change</p> <p>Probability - recap basic probability from Y7, relative frequency, sample space diagrams, Venn diagrams and probability trees.</p>	<p>and from a point to the line, angle bisector, loci, bearings and scale drawings</p> <p>Vectors - graphical vectors, column vectors, 4 operation with column vectors</p> <p>Compound measures - SDT, DMV and PFA</p>	<p>Ratio - recap ratio from Y7 and problem solving ratios including FDP</p> <p>Pythagoras - discover Pythagoras Theorem, calculate the hypotenuse, calculate the short side, apply Pythagoras to worded problems</p>	
Science	<p>Voltage, Current and Resistance (Electromagnets)</p> <p>Sound, Light, Wave Effects and Wave Properties (Waves)</p>	<p>Elements and the Periodic table (Matter)</p> <p>Breathing (Organisms)</p>	<p>Earth Structure, Resources and Climate (Earth)</p>	<p>Pressure and Particle Model (Forces 2 and Matter)</p>	<p>Respiration and Photosynthesis (Ecosystems)</p> <p>Types of Reaction and Chemical Energy (Reactions)</p>	<p>Inheritance and evolution (Genes)</p> <p>Magnetism and Electromagnetism (Electromagnets)</p>	
History	<p>Empire : A Force for Good?</p> <p>What was the British Empire?</p> <p>How was the Empire Ruled?</p>	<p>Empire: A Force for Good?</p> <p>Ending of slavery</p> <p>India</p>	<p>Empire: A Force for Good?</p> <p>Australia</p> <p>What did the Empire do for Britain and the Empire itself?</p>	<p>Was Britain Great? The Industrial Revolution</p> <p>How did Britain change?</p>	<p>Was Britain Great? The Industrial Revolution</p> <p>Factory Reformers</p> <p>Life in a workhouse</p>	<p>Black Americans of the USA</p> <p>USA Civil War and the Ending of Slavery</p> <p>Era of Reconstruction</p> <p>Progress by 1930</p>	

	Slavery			Who were the businessmen of the Industrial Revolution? Children of the Industrial Revolution	Why were the people revolting? Women and the Vote	Impact of WW2 The Murder of Emmett Till Little Rock Martin Luther King Malcom X Progress by the End of the 20 th Century	
Geography	Coasts Coastal processes and landscapes Coastal management Geological Timescale Quaternary Period Fieldwork/Swanage fieldwork visit	Mumbai In this unit, students will undertake an in depth study of the Indian city of Mumbai, considering the challenges Mumbai faces and how urbanisation is managed.	Kenya Building on Year 7 work on tourism and ideas of development touched on in the first unit of Year 8, students investigate the more challenging concept of post-colonial Africa and the future for Kenya.	Food and Farming Global patterns of development Globalisation - opportunity to study a global issue of food and food production.	Locating Industry Linking to the previous unit through key concepts this unit also links to the Year 8 History unit, looking at Industrial Revolution factory conditions. Students again consider the impact of their actions, this time through globalisation of the clothing industry.	Rivers and flooding Students explore the development of the physical river system, linking back to the processes studied in Year 7. They look at the topical issue of flooding, linking it to climate change. Students use their enquiry skills to conduct fieldwork in a river environment.	
RE	Islam Muslim beliefs and teachings – Tawhid, jihad, sacred, 5 Pillars, ummah Expressions of belief and worship – festivals, pilgrimage		Sikhism Sikh beliefs and teachings – worship, sacred text Expressions of belief and worship - festivals		Christianity revisited Christian beliefs and teachings - forgiveness, trinity, church, agape, life and death, good and evil Expressions of belief and worship - Places of worship and pilgrimage		

Character and Culture	Healthy Us Mental health, dangers of smoking and vaping, dangers of alcohol, stereotyping, discrimination and prejudice, risks of gambling	Developing Relationships breakdown of relationships, tolerance and respect (British values), consent, pornography	The Law: Me and My Community teens and the media focus, Islamophobia, LGBT homophobia, impact of knife crime, extreme views	Careers and Finance How to open a bank account, income and expenditure, budgeting and saving, national insurance and income tax, how to avoid debt	LORIC and opportunities Preparing for an interview, mock interviews, developing teamwork, how do LORIC skills open up more opportunities?	Media and Influences Body image and the media, online influences, digital footprints and future careers, Malicious Communications Act, age restrictions, online behaviours	
Art (on rotation each term)	Natural World – Design and Pattern Focus on pattern, design and use of colour. Applied Art - links fabric and print design and to scientific/botanical illustration. Investigate - Work of Eugene Seguy, M C Escher and Zentangle Exploring relief printing techniques, how to create a tessellation and how to stencilling methods.			Vessels – The history of the vessel. 3D Techniques Applying the visual elements to artefacts. Printing and Clay work Processes and techniques - Developing ideas and Planning References: British Museum for historical references, Modern ceramicists - Grayson Perry Cubism – Understanding the rules and how to break them			
Computer Science	Understanding Computers Students will know What different computer hardware is. How computers process information (binary). Students will research some future developments in Computing.	Website design Students will understand the purposes of websites and different website features. Students will then plan and create their own website and then develop it based on feedback		Python Turtle Students will understand key programming concepts such as variables, sequencing, selection and iteration	Databases Students will learn the benefits of databases, how to search them and then create their own for a given purpose.	Image editing Students will learn how to edit images using a variety of skills such as layers, deform and colour balance Students will create a variety of images such as a DVD cover	

<p style="text-align: center;">Dance</p>	<p>Horror</p> <p>Students will perform teacher-taught and own choreographed movement which reflects the 'horror' genre stimulates 'Thriller' by Michael Jackson and 'Ghost Dances' by Christopher Bruce</p>	<p>Stimulus (Winter theme)</p> <p>To understand how different stimuli can be used to choreograph Dance</p> <p>To understand motif development through exploration of action, space, dynamics and relationships</p> <p>To be able to explore with different stimuli (picture, poem, object, music) to choreograph own movement</p> <p>To perform choreographed dance which has a clear link to chosen stimuli</p>	<p>Anti-bullying using 'Swansong' by Christopher Bruce</p> <p>Students will explore how the professional work 'Swansong' links to the theme of bullying and learn how to use a professional dance work as a stimulus to gain and explore movement ideas.</p>	<p>Bollywood & Bhangra</p> <p>Students will learn about genres of Bollywood & Bhangra, their origins in classical Indian dance and be able to recognise the key stylistic characteristics</p>	<p>Chance Technique</p> <p>To understand the principles behind chance choreography.</p> <p>To understand the concept of sequence and structure within choreography.</p> <p>To analyse the work of Merce Cunningham and the chance technique</p> <p>To improve their technical skills and extend the range of movements they are able to perform.</p> <p>To create dance sequences based on chance methods.</p>	<p>Contact Duets</p> <p>To introduce the first stages of contact work-support, non weight bearing & counterweight.</p> <p>To understand the importance of trust within support work</p> <p>To have a basic knowledge and understanding of how characterisation can be used within dance and be able to demonstrate this with confidence</p> <p>To develop a range of interpersonal skills, trust and rapport between pupils within the group</p> <p>To develop physical strength and techniques required to bear weight, explore movement through touch whilst maintaining responsibility for the safety of others.</p>	

<p style="text-align: center;">Drama</p>	<p>Physical Theatre</p> <p>Learn and practise the Physical Theatre techniques used in 'Poor Theatre' improving use of space and physicality in drama.</p> <p>Students will develop the skills to use..</p> <ul style="list-style-type: none"> ● Mime ● Concrete ● The Body Prop ● Pantomime ● Blanche ● The Universal Prop ● Jump Role ● Neutral Masks 	<p>Naturalistic Acting</p> <p>Students will explore the theme of 'Running Away' through improvisation and scripted work around the text 'Homebird' by Terence Blacker - with a focus on developing the use of naturalistic acting skills.</p>	<p>Understanding Scripts</p> <p>In this unit, students will learn about the main features of a script.</p> <p>They will practise directing a script considering gestures, levels, and proxemics.</p> <p>Pupils will develop and write their own script with added stage directions.</p> <p>Students will study the play 'Sparkleshark' by Phillip Ridley to challenge and extend their ability to direct script, understand the concept of actor/narrator and use space effectively.</p>	<p>West Side Story</p> <p>Students will learn about the themes in the musical through dramatic exploration. This will include: organising and presenting large group scenes with understanding of space, character, body language and timing. Developing the performance techniques to present an action scene with carefully choreographed movement.</p>	<p>Greek Theatre</p> <p>In this unit, students will learn about the conventions of Greek Theatre. They will explore a scripted extract from 'Oedipus the King' by Sophocles through improvisation and mime, Learn Chorus Skills and explore the concept of reported tragedies. In an ancient and modern context..</p>	<p>Devising</p> <p>Students will work from a choice of stimuli to create and script an ensemble performance that includes..</p> <ul style="list-style-type: none"> ● Chorus Work ● Naturalistic Scenes ● The use of Physical Theatre to present a concept. . 	

Design & Technology (on rotation each term)	Super Hero Character Understand that objects can be depicted from different angles in Engineering drawings			Mini Mirror 2D/3D Drawing Using different types of material Using different types of drawing to show detailed features of how a product is assembled			
Food Technology (on rotation each term)	Students in Food Technology will learn about the importance of hygiene, safety, diet and equipment used in a kitchen when making a range of International dishes including Calzone, Bangers and Mass and Risotto. They will also learn about macronutrients, the importance of temperature control, how to avoid cross-contamination and develop their skills when using a range of equipment in a kitchen.						Students will also look at GCSE style question from the coursework and look at a fair and valid science experiment. This is done using making pasta for our experiment.
French	Types of Cuisine Opinions on different cuisines Opinions on food items	Meal Times Breakfast time Saying what you eat at different times during the day	Home Types of home Rooms in a house Describing your house using adjectives	My Area Types of location Describing your area using adjectives	Transport and Accommodation Holiday destinations Describing your transport preferences Buying travel tickets Booking accommodation Describing hotel facilities	Past Holiday Describing holiday activities Weather expressions	

<p style="text-align: center;">Music</p>	<p>Folk Music of the British Isles</p> <p>Pupils will explore folk music from the British Isles, identifying key instruments associated with each folk tradition/ country and how they sound (Penny Whistle, Bagpipes, Harp, Mandolin, etc). Pupils will explore the context in which this music is written and performed and how its role in day to day life differs between countries.</p> <p>Pupils will learn how to play the penny whistle, developing performance skills in relation to wind instruments. They will explore the importance of breath-control in communicating dynamics and changes in pitch, as well as appropriate finger positioning and posture. Pupils will use an Irish folk tune called 'Rattlin' Bog' as a focus for rehearsal and performance. This is the first time pupils will be introduced the skills needed for melodic composition.</p>	<p>The Music of Africa</p> <p>In this unit pupils will explore the music of Africa, the context in which it is performed and the role it plays in day-to-day life. Pupils will also identify a range of African instruments and genre-specific musical devices through a variety of listening tasks and performance activities.</p> <p>In this unit pupils will further develop skills relating to both tuned and untuned percussion. In particular they will focus on the tuned Balafon and on the un-tuned Djembe. Pupils will learn how to use a variety of playing techniques on the Djembe, allowing them to alter tone and produce the range of sounds required to give a convincing performance. Pupils will continue to develop their arranging skills and will learn how to conduct an</p>	<p>Chords in Pop</p> <p>In this unit, pupils will learn to identify the notes of a chord from informal chord symbols and guitar frames. They will learn how to sound out major & minor triads, seventh chords and 'slash-chords', and will apply this knowledge to rehearsal and performance settings.</p> <p>Pupils will further develop their piano & keyboard skills, focussing on the development of limb-independence and coordination. Pupils will also further develop their listening skills and aural perception through a variety of listening tasks.</p>	<p>Classical Expression</p> <p>Pupils will explore the romantic period and its impact on composers' use of dynamic contrast and articulation to create 'mood'. They will be introduced to a variety of performance directions and will learn their English translation before interpreting their meaning on the piano. Pupils will also explore key composers and seminal pieces associated with this period of music.</p> <p>Pupils will continue to develop their keyboard/ piano skills, building upon independence and coordination developed in the last unit. The focus for this half term will be playing a melody and an accompaniment together, with greater rhythmic challenge in each part.</p>	<p>12 Bar Blues</p> <p>In this unit pupils will examine the development of blues music; from its African origins through to its influence on American Rock n' Roll. Through a variety of performance, improvisation and listening tasks pupils will explore the musical devices, instrumentation and influential musicians associated with the style.</p> <p>Pupils will further develop their improvisation skills in a variety of performance settings, with melodic improvisation being a key focus of the unit. They will continue to refine their performance skills on a variety of instruments including keys, guitar, bass guitar and drum kit. Pupils will continue to develop their aural perception through the study of the 12 bar blues chord pattern.</p>	<p>Band Camp 2</p> <p>Pupils will consolidate the musical concepts first introduced in both the Band Camp 1 and Chords in Pop units. They will further develop their understanding of informal western notation to learn a pop or rock song of their choice, with the aim of performing to a small audience at the end of the unit.</p> <p>As well as further developing a variety of instrument-specific performance techniques, pupils will develop the skills needed for effective rehearsal. They will be required to set realistic rehearsal objectives and to carefully structure their rehearsals to ensure these are met. At the end of each rehearsal, pupils will review and evaluate their success and identify areas for further development. They will then use these evaluations to set rehearsal objectives in the following lesson. The objects they set will relate to <i>sense of style, ensemble skills, performance skills</i> and <i>technical ability</i>.</p>	
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