Year 8 Curriculum Overview 2022-23

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	**Voices of a Generation: Gothic Fiction (reading)** This unit develops previous analytical work with a focus on evaluating craft. Students will be able to argue for or against a statement, using specific details and evidence to support ideas. This is a challenging skill and requires students to synthesize previous work on crafting arguments and analysing key methods. Exploring the conventions of gothic texts will allow a greater understanding of key themes in GCSE literature texts ACC and Macbeth. Students will enrich their understanding of literature by reading and exploring great examples of gothic texts, composed by	**Voices of a Generation: Gothic Texts (writing)** This writing unit will build on previous work only this time students will craft their own gothic text. There should be a focus on establishing atmosphere and description of place through creating imagery through methods such as symbolism. Using an image stimulus, students will learn how to deconstruct and zoom in on key details to inform writing. Here, students have the opportunity to become great gothic writers. Core knowledge include the exploration of hooks and atmosphere.	**Voices of a Generation: Romeo and Juliet (SL)** This unit develops the year 7 unit exploring William Shakespeare- the voice of Renaissance literature, however this time focusing on the study of a whole play. This will support students when they later study 'Macbeth' at GCSE. Through active approaches students will explore the writer's craft and the relevance of key themes. There will be continued work on how to access and deconstruct language. Students will make links between ideas in the play and the relevance today, thus recognising the importance of Shakespeare's plays.	**Voices of a Generation: Romeo and Juliet (reading)** This unit develops the year 7 unit exploring William Shakespeare- the voice of Renaissance literature, however this time focusing on the study of a whole play. This will support students when they later study 'Macbeth' at GCSE. Through active approaches students will explore the writer's craft and the relevance of key themes. There will be continued work on how to access and deconstruct language. Students will make links between ideas in the play and the relevance today, thus recognising the importance of Shakespeare's plays. Students will also have the	**Voices of a Generation: Places (reading)** This unit develops the exploration of place through key reading skills. Students will explore a range of fiction and non-fiction, comparing, which is a challenging skill, the presentation of ideas, and methods. Continuing with our 'Voices of a Generation' vision, this unit gives students an opportunity to explore the history of Southampton and how people have written about our home town. This immersive unit allows students to identify viewpoints, perspectives and methods. Core knowledge includes the exploration of viewpoints and perspectives.	**Voices of a Generation: Travel (writing)** This unit teaches students how to craft engaging articles – a key form needed at GCSE. Students will develop their understanding of place but exploring stories of survival as a stimulus for their own articles about death defying feats. There will be a focus on writing in the correct form and using language in a hyperbolic way to engage readers. Students will become journalists who develop their own voice as writers, focusing on how different tones can be created through language and structural choices. Core knowledge includes conventions of non-fiction writing. Core skills include

	writers who helped shaped the genre. Core knowledge includes the exploration of the genre and the importance of critiquing texts. Core skills include evaluating craft and content.	Core skills includes upgrading vocabulary and varying sentence forms and openings.	Students will also have the opportunity to develop their Spoken Language skills by taking part in class debates – all designed to empower them as public speakers. Core knowledge includes the presentation of themes and characters. Core skills include articulating ideas, exploring methods and impact on audiences.	opportunity to develop their Spoken Language skills by taking part in class debates – all designed to empower them as public speakers. Core knowledge includes the presentation of themes and characters. Core skills include articulating ideas, exploring methods and impact on audiences.	Core skills include comparing ideas and methods.	writing for specific audiences and paragraphing.
Maths	**Number** - 4 operations with positive and negative numbers, multiples, factors, primes, HCF, LCM, prime factor decomposition, squares, roots and cubes **Rounding/index laws** - rounding to varying degrees of accuracy, powers of 10, laws of indices for positive powers and power of zero	**Expressions and equations** - simplifying expressions, substitution, function machines, solving more complex 1 and 2 step equations, equations with unknowns on both sides, form and solve equations, expanding and factorising expressions, expanding double brackets and factorising quadratics.	**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 and exponential graphs **Lines/Angles** - constructing triangles, recap angle rules from Y7, angles in parallel	**Fractions** - recap fractions from Y7, FDP conversion, write a number as a fraction of another, 4 operations with mixed number fractions **Percentages (1)** - percentage of amounts, percentage increase/decrease, percentage change **Probability** - recap basic probability from Y7, relative frequency, sample space diagrams,	**Percentages (2)** - percentage multipliers, simple/compound interest, reverse percentage **Construction/Loci** - perpendicular bisector, perpendicular from a point on the line and from a point to the line, angle bisector, loci, bearings and scale drawings **Vectors** - graphical vectors, column	**Real life graphs** - conversion graphs, distance-time graphs, line graphs, time-series graphs and speed-time graphs **Decimals** - rounding, 4 operations, ordering both positive and negative decimals using inequality symbols. **Ratio** - recap ratio from Y7 and problem solving ratios including FDP

	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	**Transformations** - translations using vector notation, reflections, rotations, enlargements, describing transformations, enlargements with fractional and negative scale factors, volume and area scale factor.	lines, interior and exterior angles of a polygon, finding angles by forming and solving equations.	Venn diagrams and probability trees.	vectors, 4 operation with column vectors **Compound measures** - SDT, DMV and PFA	**Pythagoras** - discover Pythagoras Theorem, calculate the hypotenuse, calculate the short side, apply Pythagoras to worded problems
Science	**Ecosystems and Adaptations** - In this chapter, students will begin by looking at the feeding relationships within food chains and webs, and how this can result in bioaccumulation. They will then study the interdependence of organisms by looking at what happens to the population of one organism when the population of another is changed; this is studied within food web diagrams, and graphically through predator-prey interactions. Students will then look in detail at the adaptations of a number of organisms that enable them to	**Electricity and Magnetism Part 1** - This chapter introduces students to electric fields, current, and magnetism. Students will look at how to build simple circuits and take measurements of current and potential difference. Students will study electromagnets and plan how to investigate the shape of magnetic fields. Throughout the chapter, students will develop their mathematical skills as they learn how to change the subject in an equation. **Electricity and Magnetism Part 2** - In	**Cells Part 2** - In this chapter, students will learn how the development of microscopes has helped us to understand cells and how specialised plant cells – phloem and xylem – are adapted to transport materials around a plant. They will investigate how the body responds to the increased demands for energy during exercise and the factors that affect the rate of diffusion. Finally, they will find out about prokaryotic cells and the process of active transport. **Cell Systems** - In this chapter, students will revisit the hierarchical nature of the levels of	**Fertilisation and Implantation** - In this chapter, students will compare sexual reproduction in plants and animals. They will look at pregnancy prevention using contraception before interpreting menstrual cycle diagrams. They will investigate factors that affect seed dispersal and the steps that should be taken to collect valid data. Finally, they will discover how different alleles affect which characteristic is most likely to be displayed in an organism's offspring and how some organisms reproduce asexually. **The Earth** - In this chapter students	**Motion and Pressure** - This chapter introduces students to speed, pressure, and turning forces. Students will look at how motion can be described using distance-time graphs. They will be introduced to pressure in gases, in liquids, and on solids. Students will also study situations in which a force has a turning effect. Students will have the opportunity to develop their mathematical skills by using equations to calculate speed and pressure. **Forces and Motion Part 2** - This chapter applies concepts students have learnt at KS3, such as balanced and	**Particle Model and state changes Part 2** - This chapter covers the particle model and state changes that students will have encountered before. The chapter begins with the particle model and then moves onto substances, states of matter, energy changes during state changes, and finally limitations of the model. This chapter also covers sublimation – often forgotten about state change, as well as foams and aerosols. This topic will not only be important for GCSE chemistry, but GCSE physics as well, when students go on to study temperature, density, state

	be successful competitors and survive in harsh and changing environments. **Inheritance** - In this chapter, students will look at the variation in characteristics in organisms within a species and determine whether these are a result of inherited variation, environmental variation, or both. They will categorise characteristics as showing discontinuous or continuous variation and will plot this on appropriate graphs. Students will then study how characteristics are inherited through chromosomes, genes and DNA. The final section in the chapter looks at evolution through the process of natural selection, why some organisms become extinct, and the role gene banks can play in trying to prevent extinction.	this chapter, students revisit ideas from Year 8 with more detail. Applications of phenomena, such as static electricity, link abstract concepts to observable phenomena. Students will cover new uses of series and parallel circuits and explore why some materials are magnetic and others aren't. Heavy use is made of models throughout. The chapter then introduces some big new ideas: inducing p.d. and the generator. Students will know that you can induce a magnetic field around a wire by passing current through it, but not that you can induce a p.d. across a wire or a current through a loop by moving it past a magnet.	organisation within an organism. They will look at the role of enzymes in the digestive system and how they can be used commercially in washing detergents. They will discover the main features of exchange surfaces and their function in multicellular organisms, focusing on the alveoli in the lungs, villi in the intestines, and the structure of a leaf. Finally, they will study transport systems in both animals and plants by looking at the circulatory system and the transpiration stream.	learn about the composition of the Earth and its atmosphere. They are reintroduced to three different types of rocks, sedimentary, igneous, and metamorphic rocks, and describe how they are made, their properties and uses, and how their properties make them suitable for their uses. The rock cycle and the carbon cycle are explored, allowing students to consider how materials are recycled naturally. Students also study the greenhouse effect, global heating, and climate change, and explore how to look after and protect the Earth by preventing climate change and preserving our natural resources by recycling. **Space** - This chapter introduces students to some of the celestial objects that they can see in the night sky as well as other objects in the Universe. They gain an understanding of	unbalanced forces, to more challenging situations, such as a skydiver. In KS3, students have begun to quantify motion and physical properties, such as the stiffness of a spring, and have calculated speed and weight. This chapter extends quantification to resultant force and acceleration. Distance-time graphs are reviewed and speed-time graphs are introduced. Instantaneous speeds and accelerations are calculated from tangents.	changes, and gas pressure. **Separation Techniques** - In this chapter students learn about pure substances and mixtures, how to determine if a substance is pure, and the differences between the terms solute, solvent, solution, and solubility. They compare mixtures and compounds and learn about different ways to separate the substances in a mixture and when each is appropriate, including filtration, evaporation, distillation, and chromatography. Students develop their skills of representing and analysing data by plotting solubility data and using this to describe how solubility changes with temperature.

	Variation and Natural selection - In this chapter, students will discover why many characteristics are affected by both the environment and inheritance before looking at the different types of adaptations animals have that increase their chances of survival and reproduction. They will investigate organism distribution along a transect and study how antibiotic-resistant bacteria evolve as a result of natural selection. Finally, they will look at the techniques scientists are using to maintain biodiversity, along with the abiotic and biotic factors that affect an organism living in an ecosystem.			how the planets in our Solar System formed. Students will learn why seasonal changes occur in the UK and other regions on Earth. Students will learn about the apparent motion of celestial objects and apply this knowledge to explain the phases of the Moon and eclipses.		

History	**Empire : A Force for Good?** What was the British Empire? How was the Empire Ruled? Slavery	**Empire: A Force for Good?** Ending of slavery India	**Empire: A Force for Good?** Australia What did the Empire do for Britain and the Empire itself?	**Was Britain Great? The Industrial Revolution** How did Britain change? Who were the businessmen of the Industrial Revolution? Children of the Industrial Revolution	**Was Britain Great? The Industrial Revolution** Factory Reformers Life in a workhouse Why were the people revolting? Women and the Vote	**Black Americans of the USA** USA Civil War and the Ending of Slavery Era of Reconstruction Progress by 1930 Impact of WW2 The Murder of Emmett Till Little Rock Martin Luther King Malcom X Progress by the End of the 20th Century
Geography	**Investigating India** 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		**Stewardship** Creation stories Animal rights Environmental issues	
Art Graphics (on rotation each term)						
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.	**Python Turtle** Students will understand key programming concepts such as variables, sequencing, selection and iteration	**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	**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	

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

Drama	**Physical Theatre** Learn and practise the Physical Theatre techniques used in 'Poor Theatre' improving use of space and physicality in drama. Students will develop the skills to use.. ● Mime Concrete ● The Body Prop ● Pantomime Blanche ● The Universal Prop ● Jump Role ● Neutral Masks	**Naturalistic Acting** 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.	**Understanding Scripts** In this unit, students will learn about the main features of a script. They will practise directing a script considering gestures, levels, and proxemics. Pupils will develop and write their own script with added stage directions. 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.	**West Side Story** 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.	**Greek Theatre** 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..	**Devising** Students will work from a choice of stimuli to create and script an ensemble performance that includes.. ● 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.					
French	**My town and Paris** What my town is like Places in town Saying what you can do in the local area Weather Description of the pros and cons of where you live and comparing with other countries / geographical features Where you would like to live with reasons	**Food, drink and celebrations** Meals of the day Food and drink preferences Past family celebration/ meal What you wear for a party / celebration	**Sports and healthy living** Sports & opinions Keeping fit and lifestyle Saying if an activity is healthy or not Naming parts of the body and if something hurts Linking what you did with potential health issues	**Holidays** Holiday preferences (present tense) Destinations Account of a past holiday Accommodation Holiday transport Holiday activities Future holidays	**Films and TV programmes** Films TV programmes Film critique Opinions to describe emotional impact of cinematic experience Arranging to go out to see a film/play	**End of year Revision** General Revision of KS3 topics and grammar structures: - describing characters - physical descriptions and characters traits - describing how people get on with each other - describing a film / summary of the plot / opinions

Music	**Folk Music of the British Isles** 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. 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	**The Music of Africa** 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. 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 ensemble using 'musical gestures' and 'audible	**Chords in Pop** 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. 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.	**Classical Expression** 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. 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.	**12 Bar Blues** 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. 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.	**Band Camp 2** 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. 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

	melodic composition.	signals'. Rhythmic improvisation.				lesson. The objects they set will relate to *sense of style, ensemble skills, performance skills* and *technical ability*.
PE	**Topic overview: Selecting and applying skills** **Head:** To be able to identify a range of problems and explain their impact. **Heart:** Giving support and encouragement to help enhance someone else's performance. **Hands:** selecting and applying a range of skills in a range of competitive and recreational activities.	**Topic overview: Rules and regulations** **Head:** understanding how rules and regulations can affect the development of an activity. **Heart:** developing their sportsmanship within an activity, showing respect for the rules and others. **Hands:** demonstrating following the rules and regulations of the game, playing fairly and	**Topic overview: Training methods** **Head:** understanding what basic training methods are and how they link a range of sports. **Heart:** to be consistently hard working and resilient in accepting new challenges **Hands:** Demonstrate different types of training methods. Examples of some of the sports and activities:	**Topic overview: Leading and officiating** **Head:** To understand how to officiate different activities. **Heart:** Take on different roles within leading an activity such as organising the team/ equipment. **Hands:** Officiate others in a sporting activity by using hand signals/ scoring a game. Examples of some of the sports and	**Topic overview: Long term effects of exercise on the body** **Head:** Linking exercise intensity to sporting activities. **Heart:** Understanding that sports require different training zones. **Hands:** Demonstrate a change in exercise intensity Examples of some of the sports and activities:	**Topic overview: Analyse strengths and weaknesses in performance** **Head:** reflecting on strengths and weaknesses. **Heart:** Showing resilience and effort to achieve PB. **Hands:** Refining technique and competing Examples of some of the sports and activities: • individual and team games

	Examples of some of the sports and activities: • individual and team games (netball, badminton and gymnastics). • health related activities	responding to the umpires/ referees. Examples of some of the sports and activities: • individual and team games (cricket, rugby and handball). • health related activities	• individual and team games (trampolining, football and alternative games). • health related activities	activities: • individual and team games (basketball, table tennis and alternative games).	• individual and team games (short tennis, ultimate frisbee and rounders). • health related activities	(athletics, trampolining and tennis). • health related activities
PSHE	**Healthy Me** Students will explore healthy living, and how they can take care of themselves - particularly their mental health. Students will analyse what contributes to poor mental health, and develop an understanding of strategies to tackle this	**Exploring Employment** Students will begin to look at future employment opportunities, and develop an understanding of the employment process. They will analyse skills needed for different employment avenues, and apply this to mock interviews	**Developing Relationships** Students will look at how relationships can develop as they grow older, and how they can be aware of the dangers of peer pressure, conflict, and consent. Students will identify strategies to maintain positive and healthy relationships	**Understanding Finance** Students will explore financial institutes such as banks, tax, and insurance. Students will understand how to they can open a bank in the future, how and why they would pay tax and insurance, and how to be financially savvy	**Media and Influences** Students will explore the internet and social media, and understand how they interact in this environment. Students will understand the grey areas of the internet, and how they should conduct themselves online.	**Safety in the community** Students will look at lawfulness and legality in the general public. They will explore crime and law, in particular with discrimination, prejudice, and extremism Students will explore what impacts these have on our local and greater communities.

Spanish	**Myself and others** Descriptions of self and others Talking about friendships Family relations; Superheroes Talking about inspirational people	**Food, drink and celebrations** Meals of the day Food and drink preferences Past family celebration/ meal What you wear for a party / celebration	**Sports and healthy living** Sports & opinions Keeping fit and lifestyle Saying if an activity is healthy or not Naming parts of the body and if something hurts Linking what you did with potential health issues	**Holidays** Holiday preferences (present tense) Destinations Account of a past holiday Accommodation Holiday transport Holiday activities Future holidays	**Films and TV programmes** Films TV programmes Film critique Opinions to describe emotional impact of cinematic experience Arranging to go out to see a film/play	**End of year Revision** General Revision of KS3 topics and grammar structures: - describing characters - physical descriptions and characters traits - describing how people get on with each other - describing a film / summary of the plot / opinions