

Year 8 Curriculum Plan 2019-2020

Subject	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Art	The Day of the Dead Cultural identity. Clay Skulls inspired by sugar skulls. Create paintings, drawings, print making and ceramics. Researching artists for example: Frida Kahlo, and Guadalupe Posada.	The Day of the Dead Cultural identity. Clay Skulls inspired by sugar skulls. Create paintings, drawings, print making and ceramics. Researching artists for example: Frida Kahlo, and Guadalupe Posada.	Magical Landscape Beginning with one point perspective. Three-dimensional drawing. Exploring composition, space and collage mixed media. Researching artists for example: Salvador Dali.	Magical Landscape Beginning with one point perspective. Three-dimensional drawing. Exploring composition, space and collage mixed media. Researching artists for example: Salvador Dali.	Sculpture/typography 3D letters. Students create their initials out of box card. Researching contemporary artists such as Alecks Cruz and various typefaces.	Sculpture/typography 3D letters. Students create their initials out of box card. Researching contemporary artists such as Alecks Cruz and various typefaces.
Design Technology Carousel between DT, Food, Textiles on a nine week rotation.	Clock Project Practical Assessment Design and construct a free-standing clock from MDF. Theory – Plan and write a step by step guide of how to make the clock that has been designed.	Racer Project Practical Assessment Construct a racing car in pairs. Theory – Complete a soldering assessment showing an understanding of the equipment, material and practical process.	Bag Project Practical Assessment Design and use the sewing machine to produce a draw string bag. Theory – Produce a creative set of design ideas.	Food Practical Assessment Theory – End of topic test.		
Drama	Developing Drama Skills Assessment: The Wardrobe By Sam Holcroft	Genres, Form & Style Assessment: Mix It Up Project	Devising Assessment: Banksy Art Project	Exploring Scripts Assessment: Our Day Out	Performing Scripts Assessment: Our Day Out	Impact of Drama Assessment: Theatre in Education Project
English	Gothic Students will learn about the gothic genre. They will read and study a range of gothic literature.	Poetry Students will study a cluster of poems inspired by the theme 'love'.	Novel Students will read and study the novel: 'The Boy in the Striped Pyjamas' by John Boyne.	Novel Students will read and study the novel: 'The Boy in the Striped Pyjamas' by John Boyne.	Non-Fiction Writing Students will learn about different non-fiction writing styles through a study of different types of modern media.	Shakespeare Students will read and study Shakespeare's play: 'Macbeth'.

Year 8 Curriculum Plan 2019-2020

	<p>Assessment: Students will produce a gothic story inspired by a stimulus. They will be assessed on their writing skills.</p>	<p>Assessment: Students will write an analytical essay comparing two of the poems they have studied. They will be assessed on their reading skills</p>	<p>Assessment: Students will produce a piece of creative writing inspired by the story so far. They will be assessed on their writing skills.</p>	<p>Assessment: Students will write an analytical essay on the novel. They will be assessed on their reading skills.</p>	<p>Assessment: Students will produce a piece of non-fiction writing. They will be assessed on their writing skills.</p>	<p>Assessment: Students will write and deliver a monologue inspired by the play. They will be assessed on their spoken language and presentation skills.</p> <p>Students will be presented with an extract from a part of the play they have studied and they will be asked to write analytically about it. They will be assessed on their reading skills.</p>
French	<p>M5 – En ville (In the town)</p> <p>Discussing where we go at the weekend and the near future tense</p> <p>Assessment End of module 5 assessment L R W</p>	<p>M1 – Vive les vacances! (Long live the holidays!)</p> <p>Talking about our school holidays using the perfect tense</p>	<p>M1 – Vive les vacances! (Long live the holidays!)</p> <p>Talking about our school holidays using the perfect tense</p> <p>Assessment End of module assessment L R W</p>	<p>M4 – Le monde est petit (It’s a small world)</p> <p>Talking about festivals/special days, our daily routine and where we live</p> <p>Assessment End of module assessment L R W</p>	<p>M3 & 5 – Mes loisirs et le sport (My leisure time and sport)</p> <p>Technology, cinema, hobbies and sport</p>	<p>M3 & 5 – Mes loisirs et le sport (My leisure time and sport)</p> <p>Technology, cinema, hobbies and sport</p>
German	<p>Module 4-stimmt 1</p> <p>Future plans/school</p>	<p>Module 5-stimmt 1</p> <p>town an area shopping/ future</p>	<p>Module 1-stimmt 2</p> <p>Holidays /weather/past tense</p>	<p>Module 2-stimmt 2</p> <p>Media/cinema/reading</p>	<p>Module 3-stimmt 2</p> <p>Health/healthy eating/keeping fit</p>	<p>Module 4-stimmt 2</p> <p>Young travel/daily routine</p>
Geography	<p>Emerging Giants</p> <p>Assessment China Assessment</p>	<p>Emerging Giants</p> <p>Assessment Brazil assessment or India Assessment</p>	<p>Hazardous Earth</p> <p>Assessment Volcano assessment or</p>	<p>Geography of Russia</p>	<p>Geography of Russia</p> <p>Assessment Russia assessment</p>	<p>End of Year Project</p> <p>Assessment Group Project Assessment</p>

Year 8 Curriculum Plan 2019-2020

			Earthquake or Tsunami			
History	How far did industrialisation have a positive impact upon people's lives? Assessment on 19th Century inventors and entrepreneurs – extended writing.	How and when did the working classes find their voice? Assessment: source evaluation – the Suffragettes.	Was it all just “mud, rats and poppies” in the first World War? Assessment: evidence based evaluation on the Treaty of Versailles.	Why did civilians find themselves in the front line in WW2? Assessment: evidence based evaluation on allied bombing campaign.	Was the Cold War really cold? (1) Assessment: Extended writing on the bombing of Hiroshima and Nagasaki.	Was the Cold War really cold? (2) Assessment: Extended writing - The Cuban Missile Crisis.
ICT	Computational Thinking: - Abstraction - Decomposition - Pattern - Recognition - Algorithms	Photoshop: - Designing a Christmas poster	Python: Using Turtle to create repeating patterns	Spreadsheets: - Advanced formulas and functions	Word Processing: - Key skills for laying out a document	E-safety: - Threats to your computer. - Computing Laws
Maths	<u>Higher</u> • Analysing and displaying data • Number skills • Equations, functions and formulae <u>Foundation</u> • Analysing and displaying data • Number skills • Equations, functions and formulae Assessment Topic tests – 50 mins End of term Assessment – 50 mins	<u>Higher</u> • Real-life graphs • Transformations • Fractions, decimals and percentages <u>Foundation</u> • Real-life graphs • Decimals and ratio • Lines and angles Assessment Topic tests – 50 mins End of term Assessment – 50 mins	<u>Higher</u> • Constructions and loci • Probability <u>Foundation</u> • Calculating with fractions • Straight-line graphs Assessment Topic tests – 50 mins End of term Assessment – 50 mins	<u>Higher</u> • Scale drawings and measurements • Graphs <u>Foundation</u> • Percentages, decimals and fractions • Statistics, graphs and charts Assessment Topic tests – 50 mins End of term Assessment – 50 mins	<u>Higher</u> • Sequences • Straight Line Graphs <u>Foundation</u> • Approximations • Powers & Roots Assessment Topic tests – 50 mins End of term Assessment – 50 mins	<u>Higher</u> • Equations • Pythagoras & Trigonometry <u>Foundation</u> Multiples & Factors Fractions Ratios Assessment Topic tests – 50 mins End of term Assessment – 50 mins End of Year Exams

Year 8 Curriculum Plan 2019-2020

<p>Music</p>	<p>Jamaican Music History and Culture: Mento –Reggae – Ska Reggae off beat rhythms Keyboard melody/chords Riffs – playing techniques</p> <p>Assessment: Keyboard Skills- A Message to You Rudy</p>	<p>Jamaican Music Ensemble skills Bass guitar riff playing Drum Ska rhythms Keyboard Ska technique Vocal Ska technic</p> <p>Assessment: Ensemble performance of A Message To You Rudy</p>	<p>Rock and Roll Slavery to Civil Rights Blues to Rock and Roll Instruments: walking bass 12 bar blues structure Keyboard techniques</p> <p>Assessment: Keyboard Skills- 12 bar blues chord pattern and walking bass</p>	<p>Rock n Roll Two Rock and Roll songs ensemble performance Advanced bass skills Advanced drum skills Vocal techniques</p> <p>Assessment: Ensemble performances of 2 well-known rock and roll songs</p>	<p>Dance Music and Music Technology Introduction to EDM History of music technology 1877-2020 Synths: samplers: Daws Introduction to GarageBand</p>	<p>Composing a Dance Track Using Music Technology</p> <p>Assessment: Final structured dance track composition</p>
<p>PE</p>	<p>“Winter Sports” Any 2 sports/activities from hockey, football, rugby, basketball, netball, handball, gymnastics, fitness or orienteering.</p> <p>Students are graded at the end of each activity on their achievement within the sport and on their knowledge and understanding of concepts surrounding sport, officiating, health and fitness.</p>	<p>“Winter Sports” Any 2 sports/activities from hockey, football, rugby, basketball, netball, handball, gymnastics, fitness or orienteering.</p> <p>Students are graded at the end of each activity on their achievement within the sport and on their knowledge and understanding of concepts surrounding sport, officiating, health and fitness.</p>	<p>“Winter Sports” Any 2 sports/activities from hockey, football, rugby, basketball, netball, handball, gymnastics, fitness or orienteering.</p> <p>Students are graded at the end of each activity on their achievement within the sport and on their knowledge and understanding of concepts surrounding sport, officiating, health and fitness.</p>	<p>“Winter Sports” Any 2 sports/activities from hockey, football, rugby, basketball, netball, handball, gymnastics, fitness or orienteering.</p> <p>Students are graded at the end of each activity on their achievement within the sport and on their knowledge and understanding of concepts surrounding sport, officiating, health and fitness.</p>	<p>“Summer Sports” Any 2 sports/activities from cricket, athletics, rounders and tennis.</p> <p>Students are graded at the end of each activity on their achievement within the sport and on their knowledge and understanding of concepts surrounding sport, officiating, health and fitness.</p>	<p>“Summer Sports” Any 2 sports/activities from cricket, athletics, rounders and tennis.</p> <p>Students are graded at the end of each activity on their achievement within the sport and on their knowledge and understanding of concepts surrounding sport, officiating, health and fitness.</p>
<p>RE</p>	<p>Judaism</p> <p>Assessment Base Line Test/Mid Unit Test</p>	<p>1.Judaism 2.Holocaust 3.Religion and Human Rights</p> <p>Assessment End of Unit Test/ Poster</p>	<p>Religion and war</p> <p>Assessment Mid Unit Test/ End of Unit assessment</p>	<p>Relationship and Sexual Education</p> <p>Assessment Mid Unit Test</p>	<p>Religion and Life</p> <p>Assessment Mid Unit Test and Class Presentation</p>	<p>Crime and Punishment</p> <p>Assessment Mid Unit Test and Class Presentation</p>
<p>Science</p>	<p>Unit 1: Gravity, Forces, and Calculating Speed</p> <p>Assessment</p>	<p>Unit 2: Light and Sound Unit 3: Magnets</p> <p>Assessment Midterm Test 2 (covering all</p>	<p>Unit 4: Atoms, Elements and compounds Unit 5: Metal and Non-metal Reactions and acids and alkalis</p> <p>Assessment</p>	<p>Unit 5: Metal and non-metal reactions, and acids and alkalis Unit 6: The Rock Cycle</p> <p>Assessment</p>	<p>Unit 7: Adaptation and interdependence Unit 8: Respiration and Photosynthesis</p> <p>Assessment</p>	<p>Unit 9: Human Reproduction</p> <p>Assessment</p>

Year 8 Curriculum Plan 2019-2020

	End of Topic Test 30 minutes Midterm Test 1 (covering all topics from sept - 45 minutes)	topics from sept) (45 minutes End of Topic Test 30 minutes	End of Topic Test 30 minutes	End of Topic Test 30 minutes Midterm Test 3 (covering all topics from sept - 45 minutes)	End of Topic Test 30 minutes	End of year exam (covering all topics from sept 45 minutes)
Spanish	VivaL1 Module 2 – <i>Mi tiempo Libre</i> (saying what you like to do, me gusta + infinitive, present tense –ar verbs, weather, verbs ‘jugar’ and ‘hacer’, different hobbies.) Assessment End of module assessment L W R	VivaL1 Module 5 – <i>Mi ciudad</i> (describing your town, using ‘some’ and ‘many’, telling the time, ordering food, near future tense, what are you going to do at the weekend) Assessment End of module assessment L W R	VivaL2 Module 1 & 5- <i>Mis vacaciones</i> (saying what you did on holiday, using preterite verbs, talking about the last day of holiday, describing what holiday was like)	VivaL2 Module 1 & 5 - <i>Mis vacaciones</i> (saying what you did on holiday, using preterite verbs, talking about the last day of holiday, describing what holiday was like) Assessment End of module assessment L W R	VivaL2 Module 2 – <i>Todo sobre Mi vida</i> (present tense revision, you use your phone for, type of music you like, g opinions, comparatives, about TV, saying what y yesterday) Assessment End of module assessment L W R	VivaL2 Module 4 – <i>Que Hacemos?</i> (arranging to go out, me gustaria + infinitive, making excuses, using ‘querer’ and ‘poder’, getting ready to go out reflexive verbs, clothes, sporting events.