

YEAR 8 CURRICULUM

Subject	Topic Focus	Skills Focus
English	Literature Study: Gothic Texts	<p>Overview: students examine the historical context of Gothic literature in preparation for their GCSEs. They will investigate key themes of Gothic literature, including horror.</p> <p>Skills: inference, texts analysis (language, structure form), use of creative writing language features, use of narrative structure.</p> <p>Assessment: creative writing task; a dramatic short story</p>
	Poetry Study: Character and Voice	<p>Overview: students analyse a variety of poems on a common theme in order to evaluate contrasting perspectives through historical and sociocultural contexts. This unit builds on the previous unit by continuing to examine text style and context, with a focus on character and character voice.</p> <p>Skills: inference, poetry annotation and analysis (language, structure, form), use of essay and PEE paragraph structure, comparing and contrasting.</p> <p>Assessment: students write a comparative essay on character and voice.</p>
	Novel Study: <i>The Boy in the Striped Pyjamas</i>	<p>Overview: students read <i>The Boy in the Striped Pyjamas</i> and consider how particular historical contexts and prejudice can result in totalitarianism.</p> <p>Skills: inference, reading and comprehension, analysis of author's purpose through language, structure and form analysis, use of essay and PEE paragraph analysis.</p> <p>Assessment: analytical essay (in style of GCSE; extract from the novel to be analysed/compared in relation to the rest of the novel).</p>
	Literature Study: War Literature	<p>Overview: concepts from the previous unit will be extended by examining a variety of war texts and building on the concept of power and control. The unit will culminate in students producing a series of journal entries in-role as a character or author studied within the unit; the purpose of this task is for students to use structure and form to represent character and plot development.</p> <p>Skills: inference, text analysis (language, structure, form), analysing context and its influence on text meaning and interpretation, comparing and contrasting, use of creative writing language features.</p> <p>Assessment: creative writing task; series of journal entries.</p>
	Media Study: Media and the News	<p>Overview: students consider reader positioning in the media (stereotypes, prejudice, bias, etc.) with a focus representations of gender and gender stereotypes within the media. Students construct their own media/news text, designed to position their target audience in a particular way.</p> <p>Skills: higher order thinking and critical reflection, examining the influence of context on texts and how they are interpreted, identifying bias and subjectivity, speaking and listening skills, use of DAFOREST and other persuasive features, use of persuasive speech structure, comparing and contrasting.</p> <p>Assessment: students construct and deliver a persuasive speech designed to position their target audience.</p>
Shakespearean Study:	<p>Overview: students will continue to extend on the concept of context by analysing</p>	

YEAR 8 CURRICULUM

	<i>Macbeth</i>	representations of gender in <i>Macbeth</i> . Students focus on types of leaders and motives for leadership and stereotypes of women in literature. The assessment will require students to consider character perspective that is not expressed in the play. Skills: inference, links to contexts, analysing Shakespearean texts (language, structure, form), developing and argument, using the structure of an essay and PEE paragraphs. Assessment: analytical essay; analysing an extract from the play
Maths	Number Algebra	Fractions, decimals and percentages Order of operations Rounding Estimation Straight Line Graphs Real life Graphs
	Statistics Number Algebra	Probability Negative Numbers HCF/LCM Number properties Sequences
	Algebra Geometry and Measure	Simplifying Expressions Expanding Brackets Area Volume Converting Units Angles 2D Shapes Construction
	Algebra Statistics	Solving Equations Algebra Manipulation Charts and Graphs
	Geometry and Measure Statistics	Plans and elevations Co-ordinates Scale drawings Bearings Charts Averages Probability
	Geometry and Measure Problem solving	Enlargement Roatation Symmetry Reflection Translation Congruent Shapes 2D/3D shapes
Science	Energy	Uses of energy in food Uses of energy in fuel Stored energy Law of conservation of energy

YEAR 8 CURRICULUM

Energy Costs	<p>Renewable and non-renewable sources of energy</p> <p>Fossil Fuels</p> <p>Renewable energy</p> <p>plain the difference between energy and power</p> <p>Calculation power = energy/time</p> <p>Electricity cost = power (kW) x time (hours) x price (per kWh)</p>
Human Reproduction	<p>Male reproductive system</p> <p>Female reproductive system</p> <p>Fertilisation</p> <p>Menstrual cycle</p> <p>Adolescence and puberty in males and females</p>
Earth	<p>The layers of the earth, including the crust, mantle and core</p> <p>igneous, sedimentary and metamorphic rock</p> <p>Stata; rock cycle</p>
The Universe	<p>Night sky (planets, stars etc.)</p> <p>Structure of the universe</p> <p>How our solar system formed</p> <p>Phases of moon, eclipses</p> <p>Why we study the solar system</p>
Breathing	<p>Relationship between cells, tissues, organs and systems</p> <p>Different parts of the respiratory system, including: trachea, lungs, alevoli, rib cage, diaphragm, bronchi, bronchiole</p> <p>Factors that can affect lung volume, including: smoking and asthma)</p>
Digestion	<p>Function of nutrients (carbohydrates, lipids, proteins, vitamins, minerals, water, fibre)</p> <p>Methods to test for the presence of carbohydrates, lipids, proteins and sugars in different food</p> <p>Structure and function of the main parts of the digestive system (inc. mouth, oesophagus, stomach, small intestine, large intestine)</p> <p>Digestion is the process of making large molecules smaller</p> <p>How food is moved through the digestive system</p>
Sound	<p>Structure of a wave (trough, crest, amplitude, wavelength)</p> <p>How sound is produced and how it travels through a medium</p> <p>Contrast the speed of light and the speed of sound</p> <p>Link between amplitude and loudness; frequency, wavelength and pitch</p> <p>Ultrasound and infrasound</p> <p>Structure and function of the human ear</p>
Light	<p>Reflections and refraction;</p>

YEAR 8 CURRICULUM

		Calculation of distance Structure of eye
French	Jobs/weather	Use of tenses/new vocabulary including verbs
	Free time	To express opinions and use of tenses
	Les sorties	To use modal verbs and negative
	Health	New vocab on body parts and using 'il !aut'
Geography	Topic: Fragile Environment	Intro to the Poles Antarctica, climate; tourism Arctic adaptations – animals Arctic adaptations – People Arctic adaptations – Case study: Nenets Literacy Challenge! Nenets: Culture & threats Nenets: Culture & climate change EOU assessment Arctic treaty Climate Change in Antarctica What is climate change? - Global What are the impacts of climate change and how can we reduce climate change?.
	Topic: Trans-Asian Express – 1st stop: India	What is Asia? Asian jigsaw How do places in India contrast? Indian Summer Rural life in India Urban life in India Life in the slums: Dharavi On the rise... Have Coca Cola been a help or a hindrance in India? Online assessment
	Topic: Trans-Asian Express – 2nd stop: Japan	Introducing Japan What makes Japan? Mount Fuji What were the causes and effects of the Earthquake in Japan in March 2011? Tokyo – megacity Life in rural Kyushu Assessment Japan & whaling What is Japan's energy consumption?

YEAR 8 CURRICULUM

	Topic: Trans-Asian Express – Last stop: China	What are the key geographical features of China? The environments of China Population change – One Child Policy The Three Gorges Dam – progress or disaster? Assessment What are china’s population problems? What is China’s energy issue? How is China changing?
History	1745-1901: How far did industrialization have a positive impact on people’s lives? 1789-1914: How and when did the Working classes find their voice/How democratic was the UK by 1901? 1914-1918: Was it all just ‘mud, rats and poppies in the First World War? 1939-45: Why did civilians in the Second World War find themselves at greater risk than ever before? 1945-2001: Was the Cold War really cold?	Explain why things happen Understand how things change and stay the same Understand historical interpretations Understand historical significance Use evidence skillfully Think about interpretations of the past
ICT	Creating a Website using Adobe Dreamweaver	Creating a homepage and linking 4 additional pages, inserting images, embedding videos, external links/hyperlinks.
	Testing and Evaluating Websites	Creating a test plan, testing the website and evaluating others use of Dreamweaver
PE	At the start of the year, and based upon their ability, students are setted in to ability groups for the entire academic year in PE. A students grade from the previous year and their extra-curricular commitment	Cognitive (mind) and motor (action) skills are learnt and developed in four different, National Curriculum influenced, topic areas: “Outwitting an Opponent”, “Replicating Actions”, “Performing at Maximal Levels” and “Problem Solving”. These areas and the activities within them are the same as in Year 7, but skills and concepts are covered in greater detail, with a larger emphasis on more complex skills and tactics.

YEAR 8 CURRICULUM

	<p>can also influence which group they fall into. There are opportunities for students to move and down sets at the end of each half term.</p> <p>Students will follow a programme of lessons in different sports or activities each half term. Upon completion of the school year, students will have taken part in up to 12 different sports or activities.</p> <p>At the end of each half term, students are assessed and graded on the activities covered. These grades are not only based on their practical ability, but also on their tactical understanding, their knowledge of the rules, their ability to coach and lead, their analysis of performance and their knowledge of how to improve.</p>	<p>“Outwitting an Opponent” – Football, Rugby, Basketball, Hockey, Cricket, Netball, Badminton, Rounders, Tennis, Handball</p> <p>“Replicating Actions” – Gymnastics, Dance</p> <p>“Performing at Maximal Levels” – Athletics, Swimming, Health Related Exercise</p> <p>“Problem Solving” – Outdoor Adventurous Activities (OAA)</p> <p>*the skill areas that students follow are sometimes dependent on the facilities and equipment we have available at that time. There is no guarantee that students will follow all named areas*</p> <p>Each time students are graded, an average PE grade is created. For example, a talented footballer (grade 4+) that isn’t that skilled in swimming (grade 2-) may have an average PE grade of 3.</p> <p>Students are also graded on their effort and commitment. Those that listen and behave well and consistently have the correct kit will usually be at the higher end of the A-E grade scale.</p>
<p>Religious Education</p>	<p>Year 8 Autumn- To love your neighbour as yourself is the greatest love.</p>	<p>This unit begins with a re-cap about the purposes of RS and the value of understanding the beliefs and cultures of others. Students then move on to look at the teachings of Jesus surrounding the idea of Agape through looking at the Parable of the Good Samaritan before looking at how Mother Teresa applied her Christian beliefs in her work in the slums of Calcutta. This unit ends with a formal written assessment</p>
	<p>Year 8 Spring: Prejudice and Discrimination</p>	<p>This unit explores the concepts of prejudice and discrimination, using ‘My Class’ a documentary based on an elementary school where the teacher gave her students a practical experience of discrimination. The key focus of the unit will be on the life, work and legacy of Martin Luther King, looking at the Montgomery bus boycott, the ‘I</p>

YEAR 8 CURRICULUM

		have a Dream' and 'The Blue Print for life' speeches. The unit will end in a formal written assessment.
	Year 8 Summer: Gandhi	This unit builds on work students completed in year 7. Students explore Gandhi's use of non-violent passive resistance to gain better workers' rights in South Africa and as a means of getting the British out of India. These topics will be studied through the media of 'Gandhi' the film and news footage taken at the time. The unit will conclude with a formal written assessment on the theme of non-violent protest
Technology	Textiles	Revisit and develop the basic skills acquired in the year 7 project. Further develop design and make skills by following the 'Design Process'. Work with a wide variety of materials and processes.
	Food	Development of key kitchen skills, hand skills, small machinery, use of the hob and oven
	Resistant Materials	Use of electronics equipment and hand tools -moisture sensor Mechanisms and working with tools in wood and plastic- mechanical toy
	Product Design	Product Design-A multi-media project involving resistant and compliant materials Product Design-A multi-media project involving resistant and compliant materials