Curriculum Map – Year 8

Art	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overview and Key Questions	What is “Day of The Dead” , why and where is it celebrated?	What is “Day of The Dead” , why and where is it celebrated?	What is Perspective and how do you draw this accurately?	Beyond the Horizon How do you create a magical roadway using perspective?	What is Surrealism?	Recreating a Masterpiece.
Knowledge (incl. links to prior and future learning)	Developing technical art skills learnt in Yr. 7 such as the Formal elements of Art. Applying these to creating competent and consistent levels of work. Researching Artists such as Frieda Kahlo to expand contextual and literacy skills. Refining Clay work skills by creating 3D skulls with texture and pattern.	Developing technical art skills learnt in Yr. 7 such as the Formal elements of Art. Applying these to creating competent and consistent levels of work. Researching Artists such as Frieda Kahlo to expand contextual and literacy skills. Refining Clay work skills by creating 3D skulls with texture and pattern.	Continuing to develop and refine drawing and observational skills learnt in Yr. 7. Accurately use and understand perspective. Looking at artists such as Escher, Vermeer and Van-Gogh. Researching Artists to expand contextual and literacy skills.	Continuing to develop and refine drawing and observational skills learnt in Yr. 7. Accurately use and understand perspective. Looking at artists and Architects such as Hundertwasser, Gaudi, Researching Artists to expand contextual and literacy skills. Developing creative imagination to create an A3 painting/collage	Continuing to develop and refine drawing and observational skills learnt in Yr. 7. Accurately use and understand perspective. Looking at artists and Architects such as Hundertwasser, Gaudi, Researching Artists to expand contextual and literacy skills. Developing creative imagination to create an A3 painting/collage	Continuing to develop and refine drawing and observational skills learnt in Yr. 7. Accurately use and understand famous artists techniques, styles and genres. Looking at artists and Architects such as Van-Gogh, Matisse, and Rousseau Researching Artists to expand contextual and literacy skills. Developing creative imagination to create an A3 painting/collage embedding the use of the formal elements of Art
Skills (incl. links to prior and future learning)	Develop and experiment with different techniques and materials. How to apply them in your	Develop and experiment with different techniques and materials. How to apply them in your	Develop and experiment with different techniques and materials. How to apply them in your	Develop and experiment with different techniques and materials. How to apply them in your	Develop and experiment with different techniques and materials. How to apply them in your	Develop and experiment with different techniques and materials. How to apply them in your

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	work. Refining drawing, painting, and 3D Clay techniques used to create Artwork in the style of different artists Inked to Day of the Dead and other Mexican Artists. Presenting personal outcomes linked to the topic competently and meaningfully.	work. Refining drawing, painting, and 3D Clay techniques used to create Artwork in the style of different artists Inked to Day of the Dead and other Mexican Artists. Presenting personal outcomes linked to the topic competently and meaningfully.	work. Refining drawing and designing techniques used to create art works and final outcomes. Researching Artists to expand contextual and literacy skills.	work. Refining drawing and designing techniques used to create art works and final outcomes. Researching Artists to expand contextual and literacy skills.	work. Refining drawing, painting, designing embedding the use of the formal elements of Art	work. Refining drawing, painting, designing embedding the use of the formal elements of Art
Assessment	4 Main Assessment Objectives: Develop ideas Refine and improve your work Record/ drawing /painting, Photography and modelling skills Present your work and produce a final outcome					
Cross-curricular links	Maths (e.g., proportion, scale, geometry, pattern, symmetry) especially with geometric Mexican patterns. Technology, 3D clay work and textile references. English (e.g., storytelling through art, and remembering our past. Researching artists and writing about them. Creating art related to literature), Science (e.g., observing natural forms, creating scientific illustrations) History/Geography (e.g., studying ancient art and cultural geographical events. cultural art forms). Maths using geometric shapes in art related to Mexican geometric patterns. MFL – Spanish and English.		Maths (e.g., proportion, scale, geometry, pattern, symmetry), English (e.g., storytelling through art, researching artists, creating art related to literature), Science (e.g., observing natural forms, creating scientific illustrations), and History/Geography (e.g., studying ancient art, creating landscapes, exploring cultural art forms). For example, using geometric shapes in art connects to Maths, while creating historical portraits links to History			

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Reading Opportunities	Day of the Dead By Tony Johnston	Frida Kahlo by Maria Isabel Sanchez Vegara	M.C. Escher, Kaleidocycles by Wallace G Walker (interactive book cut out and make Geometric shapes designed by Escher.) Perspective Drawing for Kids: A Perspective Drawing Guide for Kids, Including Detailed Explanations and Step By Step Exercises by Liron Yanconsky	House of Happy Spirits: A Children's Book Inspired by Friedensreich Hundertwasser by Geraldine Elschner (Author), Lucie Vandevelde (Illustrator) A stroll with Mr Gaudi (ALBUMES ILUSTRADOS) by Pau Estrada	How To Draw Surrealist Art: A Creative Drawing Guide For Kids (How to Draw - For Kids and Adults) by Anna Nadler and Samuel Anson The Man With The Fish On His Head: An introduction to the surreal by P.J Kennan	Impressionism: 1 Artists Children Should Know by Florian Heine Henri Matisse: Drawing with Scissors by Jane O'Connor (Author), Jessie Hartland (Illustrator)
Careers (enrichment opportunities and futures)	Theatre Design, Costume design, Graphics, Gaming, Architecture, Engineering, Film, television, Photography, Media, Education, Mental Health and Art Therapy, Illustration, Corporate/public Art, Music festivals, Galleries. – Plus many more!					

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Computing	Computing Systems	Google Applied Digital Skills Course	Media: Vector Graphics	Developing for the Web	Representations: From Clay to Silicon	Intro to Python Programming
Overview & Key Questions	Exploring the fundamental elements that make up a computer system.	Using the Google Applied Digital Skills Workspace Course to teach how the various Google Suite apps are used.	Creating vector graphics through objects, layering, and path manipulation.	Using HTML and CSS to create webpages.	Representing numbers and text using binary digits.	Applying the programming constructs of sequence, selection, and iteration in Python.
Knowledge (incl. Links to prior and future learning)	- Taught the various types of computer systems and architectures of computers. - Taught how each of the computer components "speak" to one another to do work & execute instructions. - Taught simple logic circuits to recall how a computer translates instructions. - Taught the concept of AI and how it has changed the computing landscape.	- Taught the various Google Suite Applications and their purposes in work: - Google Drive - Google Gmail - Google Docs - Google Slides - Google Sheets	- Taught how to construct and manipulate various shapes and their characteristics. - Taught how to combine image paths by applying operations. - Taught how to combine multiple tools and techniques to create vector graphics. - Taught how to identify "good"/fit-for-purpose vector graphics.	- Taught how to use HTML as a construction language, specifically in creating websites. - Taught how to construct websites using various media types. - Taught how to create and use hyperlinks between web pages. - Taught how search engines index and rank results.	- Taught how to identify various representations depending on different tasks. - Taught how to measure the length of a representation. - Taught how symbols are carried on physical media. - Taught binary digits (bits) and similar symbols as digits or letters. - Taught how to convert between binary & decimal.	- Taught how programs and algorithms are different and what their characteristics are. - Taught how to "bug-test" or find syntax errors in coding. - Taught how to write Python programs from simple to intermediary difficulty, including IF, INT, ELSE, LOOPS, etc. - Taught how to combine iteration into a program.
Skills (incl. links to prior and future learning)	- Able to recall and deduce how a computer compiles instructions to execute work. - Able to organise information and data using a computer or computer office apps. - Able to use logical operations in every day and computer-specific expressions. - Able to adequately read and create a visualisation diagram.	- Able to adequately work autonomously (flipped classroom structure). - Able to follow clear instructions on an LMS or instructions-based video tutorial. - Able to use the various skills acquired in different scenarios after a demonstration. - Able to estimate a given time and work towards a due date.	- Able to make use of image editing/creation software. - Able to suitably choose various tools depending on the desired outcome from a scenario. - Able to record steps and drafts in the lead-up to a finalised artefact. - Able to correctly plan, create and evaluate for a given scenario. - Able to plan time allocated to finish a task.	- Able to correctly plan, design, and evaluate for a given scenario. - Able to make use of HTML language structures to create a website. - Able to identify the impact of technologies in scenarios that are provided. - Able to use various search engine characteristics to better refine your search criteria.	- Able to adequately identify and rationalise the use of representations in data. - Able to process and calculate between binary and decimal and vice versa. - Able to recall representations and how they store, communicate and process information in data. - Able to describe how binary digits are physically represented in digital devices & their importance.	- Able to adequately code in Python's language from working with Scratch structures. - Able to correctly read and identify errors in code/syntax to fix a code. - Able to collect, refine and create the desired outcome in coding language. - Able to plan, design and evaluate a programme for the desired outcome.

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Computing	Computing Systems	Google Applied Digital Skills Course	Media: Vector Graphics	Developing for the Web	Representations: From Clay to Silicon	Intro to Python Programming
Assessment	Digital Summative assessment using wayground.com for related topics and accuracy in student knowledge. Multiple choice questions.	Digital Summative assessment using wayground.com for related topics and accuracy in student knowledge. Multiple choice questions	Digital Summative assessment using wayground.com for related topics and accuracy in student knowledge. Multiple choice questions	Digital Summative assessment using wayground.com for related topics and accuracy in student knowledge. Multiple choice questions	Digital Summative assessment using wayground.com for related topics and accuracy in student knowledge. Multiple choice questions	Digital Summative assessment using wayground.com for related topics and accuracy in student knowledge. Multiple choice questions
Cross-Curricular Links	Specific to IT / Computer Science	Wide array of uses in everyday life and across all subject matters and jobs.	Media	Media	Specific to IT / Computer Science	Specific to IT / Computer Science
Reading Opportunities	Task and activity reading with homework tasks where reading is required to answer comprehension questions.	Tasks are videoed and watched with earphones. Students need to interact with text throughout to complete work.	Task and activity reading with homework tasks where reading is required to answer comprehension questions.	Students are required to read and understand "coding-like" language. Students will need to read through the content in proofing for websites.	Students will need to read arithmetic like word sums to understand questions and then convert to mathematical sums where necessary.	Students are required to read and understand "coding-like" language.
Careers (enrichment opportunities & futures)	Web Development / Network Management / General IT Support	An array of jobs that requires an intermediate understanding of ICT.	Marketing / Content Creation / Graphic Design / App or Website Design & Support	Website and App Development / Graphic Design / Content Creation / Coding	Data Management / IT Development / IT Infrastructure / Coding	Coding / App or Website Development / Development / Data Management

Drama	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overview and Key Questions	Physical Theatre	Romeo & Juliet	Stage Combat	The Lord of the Rings	Halloween Witches	KneeHigh - Puppet Making

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Knowledge (incl. links to prior and future learning)	**Physical Theatre**: physical movement to convey emotion and narrative, often using minimal text. **Visual Storytelling**: The use of striking visuals, innovative staging, and costumes enhances storytelling, creating immersive experiences for the audience. **Sensible and safe:** Realising the importance of safety in physical drama work.	**Combat**: building the tension between the Capulets and Montagues. Using dialogue to choreograph the combat scene. Highly charged and powerful performance opportunity for students. **Shakespeare:** the intricacies of plot and character. Acting: fostering a very different type of acting for Shakespeare to be understood by the audience.	**Performance and Choreography:** Developing essential skills for safely portraying physical conflict in performance. **Staging Fights**: Learning how to choreograph fights for dramatic effect while ensuring they appear realistic and safe. **Use of Props**: Familiarity with weapons (swords, sticks), using them safely in performance and practice for safety. **Physicality**: Exploring how body movement, posture, and facial expressions contribute to the authenticity of stage combat.	**Stanislavski:** Using a classic trilogy to understand Stanislavski's methods. Giving the students essential knowledge about acting techniques that prioritize emotional depth and realism. **Brecht:** Looking at Brechtian ways of performing and devising too. **Performance skills:** Prior exposure to fundamental acting skills, such as voice projection, body language, and basic scene work.	**Morals:** In preparation for the Puppet making next term. Exploring hidden meanings and lessons in the written word. **Script Writing:** Using the folk tale to write original scripts for performance with puppets for an audience. Planning and writing scripts. **Performing and analysing:** then editing for improvement.	**Physical Theatre**: physical movement to convey emotion and narrative, often using minimal text. **Visual Storytelling**: The use of striking visuals, innovative staging, and costumes enhances storytelling, **Performing:** creating immersive experiences for an audience. **Creating Art:** stick puppets from scratch. Using basic/ cheap equipment; Newspaper, masking tape, PVA glue, paint, fabric.
Skills (incl. links to prior and future learning)	**Safety Awareness** **Skill Development**: Understanding the importance of safety in stage combat, including the use of appropriate	**Skills Development:** **Analysing characters:** deeply to understand their motivations, goals, and relationships. **Application**: Students can create character	**Safety Awareness** **Skill Development**: Understanding the importance of safety in stage combat, including the use of appropriate	**Skill Development**: Learning to connect personal experiences to the emotions of their character, helping them deliver more authentic performances.	**Skill Development**: Learning to connect personal experiences to the emotions of their character, helping them deliver more authentic performances.	**Skill Development:** Frantic Assembly's techniques such as making puppets their movement and physical storytelling. **Prior Learning**: Basic drama and movement

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	techniques to prevent injury. **Application**: Learning basic safety protocols, such as establishing boundaries and using safe movements during fights. **Physical Coordination** **Skill Development**: Enhancing overall body coordination and control through choreographed movements. **Application**: Practicing basic movements and sequences that require precision and timing, allowing students to develop their physical agility. **Choreography Skills** **Skill Development**: Learning to create and perform fight choreography that	profiles that include backstories, objectives, and key traits, enhancing their understanding of the roles they portray. **Skill Development**: Enhancing spontaneity and the ability to think quickly on stage. **Application**: Engaging in improvisation games that encourage creative thinking and help students react authentically to unexpected situations in performance.	techniques to prevent injury. **Application**: Learning basic safety protocols, such as establishing boundaries and using safe movements during fights. **Physical Coordination** **Skill Development**: Enhancing overall body coordination and control through choreographed movements. **Application**: Practicing basic movements and sequences that require precision and timing, allowing students to develop their physical agility. **Choreography Skills** **Skill Development**: Learning to create and perform fight choreography that tells a story and fits within a scene.	**Application**: Students can practise exercises that involve recalling personal memories and relating those feelings to their character's experiences. **Analysing characters** deeply to understand their motivations, goals, and relationships. **Application**: Students can create character profiles that include backstories, objectives, and key traits, enhancing their understanding of the roles they portray. **Skill Development**: Enhancing spontaneity and the ability to think quickly on stage. **Application**: Engaging in improvisation games that encourage creative thinking and help students react authentically to	**Application**: Students can practise exercises that involve recalling personal memories and relating those feelings to their character's experiences. **Analysing characters** deeply to understand their motivations, goals, and relationships.	exercises focusing physical expression. **Skill Development**: Developing character through creation of puppet(s). **Prior Learning**: Experience with 'making' and art. **Future Learning**: Participation in performance for younger students. TIE (Theatre in Education) and building links with other companies and schools.

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	tells a story and fits within a scene. **Application**: Students can work in pairs or groups to develop short fight sequences, focusing on timing, rhythm, and clarity in movement.		**Application**: Students can work in pairs or groups to develop short fight sequences, focusing on timing, rhythm, and clarity in movement.	unexpected situations in performance.		
Assessment Focus	Create short **physical theatre scenes** each lesson to be performed to the class.	Create a **choreographed fight** scene between the Capulets and Montagues. **ASSESSMENT FOCUS** is on Co-operation and Ideas.	Create a choreographed piece of **stage combat** within a scene in pairs, perfecting the skills and precision needed. Some may use movie scripts.	**Devise a scene** or re-enact a scene from Lord of the Rings. Use Stanislavski and/or Brecht techniques. **ASSESSMENT FOCUS** is on Performing and Presenting drama	**Write a script** to be performed with puppets, a short piece for a younger audience. **ASSESSMENT FOCUS** is on Analysis and Evaluation	**Creating a puppet** to be used in a short performance based on 'The Halloween Witches'.
Cross-curricular links	• Storytelling • Physical Education • Fitness and Conditioning • Movement Techniques • Historical Context of Combat • Theatrical History • Art and Design • Set and Costume Design	- Storytelling - Physical Education - Fitness and Conditioning - Movement Techniques - Historical Context of Combat - Theatrical History - Art and Design - Set and Costume Design	- Storytelling - Physical Education - Fitness and Conditioning - Movement Techniques - Historical Context of Combat - Theatrical History - Art and Design - Set and Costume Design	• Visual Storytelling • Character Creation • Character Analysis • Playwriting • Film Studies/ Media • Set Design	• Visual Storytelling • History - Folk tales • Social - Morals • Character Creation • Character Analysis • Playwriting	1. English Language and Literature 2. Storytelling Techniques 3. Character Development: 4. Cultural Context 5. Theatrical History 6. Visual Arts 7. Set and Costume Design 8. Thematic Art Projects.

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	• Visual Storytelling • Rhythm and Timing • Sound Effects	- Visual Storytelling - Rhythm and Timing - Sound Effects	- Visual Storytelling - Rhythm and Timing - Sound Effects			
Reading Opportunities	Writing and script work - looking at previous fight scene scripts from other works and taking inspiration for their own work.	**The Tempest**: Reading Shakespeare in short sections of play text, differentiated.	Writing and script work - looking at previous fight scene scripts from other works and taking inspiration for their own work.	They will look at the trilogy **Lord of the Rings** and compare scenes to the movie. Script work also.	Reading the original tale **'Halloween Witches'.** Writing and script work - editing and improving. Reading each other's scripts. Learning lines from their own script ready for performance.	Reading each other's scripts. Learning lines from their own script ready for performance.
Careers (enrichment opportunities and futures)	**Acting:** Performing in theatre, film, television, or commercials. Engage in character study and physical performance. **Director:** Overseeing the artistic vision of a production. Work with actors and crew to bring a script to life. **Playwright:** Write original scripts for theatre. Adapt existing works for performance. **Choreographer:**Create and design dance routines for theatrical productions. Collaborate with directors to enhance storytelling through movement. **Set Designer, Set Builder, Costumier, Hair and Wigs creator, Makeup artist, Lighting Designer or Engineer, Lighting Rigger, Sound Designer or Engineer, Producer, Stage Manager, ASM, Marketing, Creative Design (posters/ adverts), Composer, Musician.**					

English	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overview and Key Questions	Students will learn about the **gothic genre.**	Students will read and study Shakespeare's play: '**The Taming of the Shrew'**	Students will read and study the novel: **'The Giver'** by Lois Lowry	Students will read and study the novel: **'The Giver'** by Lois Lowry	Students will learn about different **non-fiction** writing styles through a study of different types of modern media.	Students will study a cluster of poems inspired by the theme of **'culture and Identity'.**

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Knowledge (incl. links to prior and future learning)	They will read and study a range of gothic literature and learn about gothic conventions. Students will build on their creative writing skills that we last explored during their Mystery Writing unit in year 7. We are preparing them for GCSE Language paper 1 where they will have to produce a piece of imaginative writing.	Students will read a Shakespeare play and understand the conventions of a play and revise and develop their knowledge about the Elizabethan era. They will develop their understanding of a comedy play. They will learn about the importance of stage directions and analyse the structure of a 5 act play. Students will also learn about the form of a play and conventions of a monologue.	Students will be introduced to Dystopian fiction, an entirely new genre. They will learn of its conventions. They will discuss ideas about morality and human nature through the events of the novel. Students will be encouraged to have debates about key ideas which will prepare them for the Literature papers at GCSE.	Students will develop their knowledge of context of the text as well as analysis of language/ structure and form. They will revise analytical writing skills based on an extract as well as from the novel as a whole. Students will continue to build their analysis skills and learn how to consider and comment on both implicit and explicit information in a text	Students will revise different forms of writing. This was something they last looked at in year 7 and the skills and the conventions of the writing styles will be revised. They will be able to produce different forms of nonfiction writing themselves.	They will read an study a range of poetry with the theme of 'culture and identity'. Students will discuss aspects of identity and culture that makes us who we are. They will then revisit their skills of poetry analysis from year 7 and work. This time, they will build on their previous knowledge by learning to compare two poems together, this is an escalation from year 7 where they looked only at one poem.
Skills (incl. links to prior and future learning)	Creative writing skills. Students will revisit and revise the fundamental skills of writing and be reminded about the importance of: correct spelling, punctuation, grammar, paragraphs, including a range of punctuation in their writing, ambitious vocabulary, sentences structures for impact, language devices,	Developing and revising skills of analytical essay writing. Students will produce an essay that analyses an extract as well as the play as a whole in light of an essay question. This will be revisited after having studied and analysed a Shakespeare play in year 7.	Creative writing skills will be revisited and the gothic genre will be referenced, making clear distinctions about different genre writing. However, the core ideas about the skills of creative writing will be much the same.	Analytical skills. These skills will be revisited and developed. This links to their Literature Paper 2 at GCSE and as such the essay question will be formulated in the same way to allow practice.	Students will develop their skills of writing. In this unit students will be expected to write expressing a viewpoint. This is linked to GCSE Language Paper 2 where students are expected to produce an extended piece of nonfiction writing	Analytical skills. Students will revisit and revise the skills for analytical writing which they last studied with 'A Midsummer Night's Dream' in year 7. They will be reminded of the importance of all sections of analysis, including a point, quote and explanation which includes

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	creating atmosphere, character and setting. Students will be introduced to the features of a gothic story that they will revisit at GCSE.	This is linked to their GCSE literature Paper 1, which will also have a Shakespeare play and an exam question formulated in the same manner. The assessment mirrors the expectations and skills for GCSE and these are revised throughout KS3 all the way up to the GCSEs	Students will learn how to write dystopian fiction. This ties into Language Paper 1 where they have to produce an imaginative piece of writing.		expressing a viewpoint.	language/ structu and form analysis. Students will revise comparative analysis of poetry which they will revisit at GCSE.
Assessment	Students will produce a gothic story inspired by a stimulus. They will be assessed on their writing skills.	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.	Students will produce a piece of creative writing inspired by the story so far. They will be assessed on their writing skills.	Students will write an analytical essay on the novel. They will be assessed on their reading skills	Students will produce and present a speech based on a given stimulus. They will be assessed on their speaking and listening skills.	Students will write an analytical essay comparing two of the poems they have studied. They will be assessed on their reading skills
Cross-curricular links	History – exploring the context of the Victorian era.	History –Context of the play, the Elizabethan era. Drama – revising the significance of the dramatic forms for the plays studied.	Religion – Considerations about ethics and morals in a dystopian society. Science – Aspects of the novel have to do with scientific experiments on people. There is also artificial insemination.	Religion – Considerations about ethics and morals in a dystopian society. Science – Aspects of the novel have to do with scientific experiments on people. There is also artificial insemination.	Media – Different types of media introduced to them including advertisements and newspaper articles.	History – exploring and comparing the context of different cultures and religions/ races. Religion – Ideas about prejudice related to religion and race.

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Reading Opportunities	Students will read 19th century extracts from gothic novels and short stories in their entirety.	Students will read a Shakespeare play	Students will read a 21st Century dystopian novel.	Students will read a 21st Century dystopian novel.	Students will read a range of nonfiction texts.	Students will rea range of poems with the overarching theme of culture and identity.
Careers (enrichment opportunities and futures)	Students will be made aware of the paths that creative writing can lead to.	Students will be aware of the importance of English to their future options and career choices such as drama related careers.	Students will develop the love of reading and analysis all of which will give them different career opportunities in related fields.	Students will be aware of the importance of English to their future options and career choices.	The unit considers writing in the 'real world' and provides students with the opportunity to develop the writing of letters, speeches and articles, all relevant to various careers.	Students will develop skills of creative writing and the careers linked to this.

French	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overview and Key Questions	M5 – En ville (In the town) Discussing where we go at the weekend and the near future tense	M1 – Vive les vacances! (Long live the holidays!) Talking about our school holidays using the perfect tense	M1 – Vive les vacances! (Long live the holidays!) Talking about our school holidays using the perfect tense	M4 – Le monde est petit (It's a small world) Talking about festivals/special days, our daily routine and where we live	M3 & 5 – Mes loisirs et le sport (My leisure time and sport) Technology, cinema, hobbies and sport	M3 & 5 – Mes loisirs et le sport (My leisure time and sport) Technology, cinema, hobbies and sport
Knowledge (incl. links to prior and future learning)	Aller+infinitive Use of future time phrases	Use of the perfect tense with avoir	Use of the perfect tense with avoir/etre Time phrases	Opinions phrases and linking words to create longer sentences	Recap of grammar points including use of more than one tense	Recap of grammar points including use of more than one tense Use of PPROF

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Skills (incl. links to prior and future learning)	Focus on Listening, Speaking, Reading and Writing	Focus on Listening, Speaking, Reading and Writing	Focus on Listening, Speaking, Reading and Writing	Focus on Listening, Speaking, Reading and Writing	Focus on Listening, Speaking, Reading and Writing	Focus on Listening, Speaking, Reading and Writing
Assessment	**Assessment** Weekly vocab tests End of topic quiz	**Assessment** Weekly vocab tests End of module 5 assessment L W R	**Assessment** Weekly vocab tests End of module 1 assessment L W R	**Assessment** Weekly vocab tests End of module 4 assessment L W R	**Assessment** Weekly vocab tests End of topic quiz	**Assessment** Weekly vocab tests End of module assessment L W R End of Year test LRWS
Cross-curricular links	Throughout the year students will discover links with other subjects including Maths, literacy, Art, Geography and History					
Reading Opportunities	Bimonthly Vocab lists from Sentence builders or Support books MFL Food competition	Bimonthly Vocab lists from Sentence builders or Support books Satchel Quizzes	Bimonthly Vocab lists from Sentence builders or Support books Satchel Quizzes	Bimonthly Vocab lists from Sentence builders or Support books Satchel Quizzes	Bimonthly Vocab lists from Sentence builders or Support books Satchel Quizzes	Bimonthly Vocab lists from Sentence builders or Support books Satchel Quizzes
Careers (enrichment opportunities and futures)	Career opportunities are discussed when certain topics are taught and when students are asked to reflect on how the vocabulary can link to Future plans. All topics also include a focus on discovering new cultural aspects of learning a language.					

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Geography	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overview and Key Questions	China Population problems, dictatorship versus democracy, working in a country without strong work protection, living in a booming economy. We are learning about China because it is the most populated country in the World. 19% of all the people in the World live in this country. It is a country that is rapidly developing and is beginning to have more and more influence over the rest of the World. It is another example of a BRIC country. Learning in this unit will build on student's knowledge of key concepts from term one such as site, climate, development and globalisation as well as introducing new concepts such as glaciation, geology and tectonics.	The Nordic Regions; Life in a Cold Climate, Locational Knowledge & Defining the Region. Physical Landscapes & Glaciation Extreme Environments & Tectonics Climate, Ecosystems, & Adaptation Sustainable Futures & Green Energy Assessment & Synthesis	Japan Plate Tectonics, What is Plate Tectonics? How does it affect the Earth and Japan? What are the similarities between Japan and UK weather? Why is Japanese culture so different from ours? How is Japanese society similar to ours? How does the Japanese economy cope with a falling population?	The impact of Europeans on South America. How do people cope with different environments? How has Brazil coped with a multicultural society? A tale of two cities. Living in a Megacity-Mexico This unit asks students to think about the many ways that they are connected to people and places in other countries. We look at where our clothes and belongings come from. We examine how technology has enabled countries to work closer together. Students then begin to examine some of the ethical issues surrounding globalisation and ask questions about how their own actions can influence people in other countries. This unit builds on aspects studied through all the other units at KS3. Studies re-visit the continent of South America and look briefly at its rivers, coastal areas, mountains and ecosystems. It focuses on megacities and the challenges and opportunities posed by rapid urbanisation. Students will also re-examine the sustainability of exploiting this region's natural resources. It feeds forward to further study at GCSE, covering aspects of all 3 GCSE papers, physical, human geography and issue evaluation.	UK Weather & Climate Measuring the weather. How does it rain? (3 types) What are pressure systems? What affects the weather in the UK What affects the world's climate zones? How does climate change affect us? Microclimates assessment –what is a micro climate Topic. Weather and Climate This topic is built around the inquiry questions of How does the weather affect people's lives? and Where is the best place to put a new picnic bench in school? (Microclimate Fieldwork Investigation) Students study a series of weather hazards, they will learn about the physical causes of these hazards and through examples look at the impacts these events can have on people's lives. Students will then study microclimate factors and undertake a microclimate fieldwork investigation around the school site, planning their fieldwork then collecting data to use to analyse where the best location for a new picnic bench in school would be based on microclimate factors.	Fieldwork techniques (in the process of re-planning to integrate more closely with the Y7 & Y8 curriculums
Knowledge (incl. links to prior and future learning)	Students will gain a basic knowledge of population dynamics, which builds on UK settlements in Y7. Students will gain a basic knowledge of economic sectors and the structure of different economic models, which links to Y10 and GCSE Economic Geography	Students will have an understanding of the Cryosphere (Ice world) and how it impacts on and interacts with the rest of the planet. Links forward to Glaciation Y9 and to UK weather and Climate in Y8. Builds a foundation knowledge	Core knowledge for explaining the main landscape features on Earth and how they impact both positively and negatively on the planet and its inhabitants. How tectonic plates move at a converging plate boundary. (Japan) Composite volcanoes are a feature of converging	Students will learn about the process of colonisation on different cultures and how those cultures learned to accommodate, adapt and survive this process. Students will also focus on the impacts of poverty in cities. Links with People on the move in Y9 and GCSE	Students will focus on how the weather and climate is measured and how Meteorologists can accurately predict the constantly changing weather in the UK. The students also study the impact of the weather on UK culture, society and economy.	Range of techniques that allow students to develop their own investigative skills through the medium of Field studies. The focus is very much taking students out of the classroom and will include village-based research to allow students to understand the benefits of the Scientific method.

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		for those students taking GCSE geography in Y10	plate boundaries. Main characteristics of composite volcanoes. How tectonic plates move at diverging plate boundaries. (The great Rift Valley, Africa) The formation of igneous rocks including Basalt and Granite Mountains are formed by the movement of tectonic plates. Landscapes formed by sedimentary rocks.			
Skills (incl. links to prior and future learning)	Population modelling, graph and chart analysis. Different mapping techniques and data presentation techniques. Pupils should be able to assess how different countries are impacted by changing population sizes, assess the merits of different policies to counter this and explain the impacts this will have on society.	Atlas work using latitude/longitude. Mapping the Arctic Circle. Paper formal examination to introduce and improve exam technique in a low stakes assessment. Cross-section diagram analysis. Case Study: Norway's glaciated coastline. Map overlay interpretation. Case Study: Iceland's geothermal activity. Creating and interpreting climate graphs. Case Study: Geothermal energy in Iceland vs. Hydroelectric power in Norway.	Practical experiments to demonstrate the core concepts of the theory of Plate tectonics. Diagram drawing in 2-D & 3-D, mapping to scale, quantitative and in this topic. Qualitative methods of analysis. Group work and teamwork are essential to be successful.	Locational Geography, Flow-charts, Guided reading and text analysis throughout. Skills of explaining, assessing and evaluating developed through the introduction of extended writing and guided writing tasks.	Weather observation and analysis skills combined with data presentation and prediction skills. Particular emphasis on accuracy and regularity of observation to create data sets which lend themselves to analysis	All measuring, interviewing, observing, analysing, recording, risk assessment skills followed by report writing and presentation skills
Assessment	Key knowledge quizzes online Map interpretations, poster presentation design techniques, and end of topic assessment to assess learning across the topic.	Key knowledge quizzes online Paper formal examination to introduce and improve exam technique in a low stakes assessment.	Key knowledge quizzes online Visit Japan Digital Poster/ website.	Key knowledge quizzes online Focus on text analysis throughout this topic will build up a portfolio, which will be assessed.	Key knowledge quizzes online Micro-climate investigation will be assessed using a simple version of the Scientific Enquiry Method to help students organise their thinking	Each piece of fieldwork will be assessed via a fieldwork report.
Cross-curricular links	Links to Maths, Digital Art, Art, Science & Technology	Links to Maths, Science and Art.	Links to Maths, Science & Technology and Art.	Links to History, Maths, Business, and Art.	Links to Maths and Science	Links to Maths, Science & Technology and Art.

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Reading Opportunities	Progress in Geog pp 142-160	Geog 3 100-102	Progress in Geog pp 202-220	Progress in Geog Pp 122-140	Progress in Geog pp 62-80	Fieldwork in Geography booklets provided for e… student.
Careers (enrichment opportunities and futures)	Careers are discussed when topics are taught and when students are asked to link to possible future careers. Field trips, visit to the local area				Students will conduct a study of microclimate factors and undertaken a microclimate fieldwork investigation around the school site, planning their fieldwork then collecting data to use to analyse where the best location for a new picnic bench in school would be based on microclimate factors	Geography fieldwork in Chalfont St. Peter and in the local southern UK.

History	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overview and Key Questions	How far had the power of the monarchy declined by 1688?	The Trans-Atlantic Trade – who should tell the story of slavery?	Why was there a population explosion? Why was there an Agricultural Revolution? Why was there an Industrial Revolution? How far did industrialisation have a positive impact upon people's lives?	To what extent should the Empire be a source of pride? Why? What was the Raj?	Case study on India.	How and when did the working classes find their voice? Why was there a massacre at St Petersfield? Why did it become known as Peterloo? Why did women want the right to vote? Why did the Suffragettes resort to violence?

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			What was meant by "White Slavery?"			Was it the Suffrag campaign or war work that led the Suffragettes to achieve their aims?
Knowledge (incl. links to prior and future learning)	The problems faced by the Tudors and Stuarts.	The early voyages of discovery and the New World.	The condition of slavery.	The formation of the first and second empire.	The American War of Independence and the French Revolution.	Society in Victorian and Edwardian England.
Skills (incl. links to prior and future learning)	Change and continuity.	Causes and consequences of the Triangular Trade.	Causes and consequences of industrialisation and of urbanisation.	Causes and consequences of colonisation and decolonisation.	Change and continuity.	Change and continuity.
Assessment	Interpretations of Cromwell. 8 and 8 marks. Why was the revolution of 1688 a glorious one?	How significant were the abolitionists in achieving an end to the slave trade?	How should Richard Arkwright be remembered?	Summative assessment on India with protest speech. 53 marks.	How should we remember Peterloo?	Was Emily Wilding Davison a martyr for the cause of the Suffragettes?
Cross-curricular links	Politics and the unwritten constitution.	Geography and continental trade,	Business studies – entrepreneurs.	The geography of the empire.	Politics, parliamentary democracy and the franchise.	Politics, parliamentary democracy and the franchise.
Reading Opportunities			Oliver Twist Hard Times			

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Maths	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overview and Key Questions	Algebra, statistics & number. Key questions: How can algebra generalise relationships? How do we summarise data? What do indices and roots tell us?	Number & geometry/measure. Key questions: How are percentages, ratio and proportion used in context? How do we calculate with circles, area and volume?	Algebra, geometry & number. Key questions: How do we solve increasingly complex equations/inequalities ? How do angle facts and place value support reasoning?	Number, algebra & ratio. Key questions: How can fractions be manipulated? How do sequences and formulae reveal structure? How do ratio, speed and proportion connect?	Geometry & statistics. Key questions: How do constructions and congruence describe geometry? How do different charts reveal patterns in data?	Statistics & geometry. Key questions: How do theoretical and experimental probability compare? How can transformations describe movement and change?
Knowledge (incl. links to prior and future learning)	Algebraic terminology; expressions; simplifying; single brackets; factorising linear expressions/equations; substitution. Averages/range; averages from discrete tables; raw-data box plots. First four index rules; roots; standard form. Prior learning: Year 7: algebraic notation, simplifying, brackets, substitution, factorising; averages/charts; roots and powers. Future learning: Autumn 2/Spring: proportion, equations and linear graphs. Year 9: quadratic algebra, simultaneous equations and advanced indices/standard form.	Non-calculator percentages; percentage change; simple interest; simplifying/sharing ratio; direct/indirect proportion; compound units (speed/density). 2D shape properties; circle perimeter/circumference; area of quadrilaterals/circles; 3D properties, nets, plans/elevations; cubes/cuboids volume. Prior learning: Year 7: percentages, ratio, perimeter/area, 3D shapes, nets, volume and scale. Future learning: Spring/Summer: proportion and geometry. Year 9: compound/reverse percentage, circle measures, surface area/volume and similarity.	Linear equations with unknowns on both sides; more complex solving; brackets/fractions; inequalities on a number line; plotting linear graphs. Recap angles, polygons, parallel lines. Place value; decimal operations; negative numbers; BIDMAS; rounding/estimation. Prior learning: Year 7 and Year 8 Autumn: one/two-step equations, angle rules, decimals/negative numbers and coordinates. Future learning: Spring 2 and Year 9: rearranging formulae, simultaneous equations, quadratic manipulation and straight-line graph equations.	Four operations with fractions; comparing; fractions of amounts; multiples/factors; prime decomposition; HCF/LCM. Patterns, linear/special sequences; rearranging formulae using flow charts. Ratio, speed and proportion. Prior learning: Year 7/8: fraction operations, factors/multiples, sequences, ratio and basic formula substitution. Future learning: Summer and Year 9: probability/statistics; direct proportion, compound measures, nth term including quadratic sequences and algebraic rearrangement.	Drawing/measuring angles; constructions (triangles); simple loci; intro similarity/congruence. Frequency diagrams (bar charts, pictograms, line graphs); pie charts; scatter graphs; stem-and-leaf. Prior learning: Year 7: measuring/drawing angles, shape properties, symmetry, transformations and statistical charts. Future learning: Summer 2 and Year 9: congruence/similarity, loci, enlargement, vectors, more sophisticated statistical interpretation.	Simple probability; experimental/theoretical probability; set notation without Venn diagrams. Rotational/line symmetry; reflection; rotation; translation; basic enlargement. Prior learning: Year 7: probability language/outcomes and basic transformations/symmetry. Future learning: Year 9: mutually exclusive/exhaustive outcomes, Venn diagrams, vectors, combined transformations and similarity.

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Skills (incl. links to prior and future learning)	Translate words into algebra; manipulate expressions; summarise/compare data; apply index laws and standard form.	Use multiplicative reasoning; solve percentage/ratio/proportion problems; work with compound measures; calculate geometric measures and interpret 3D representations.	Solve and represent equations/inequalities; plot straight-line graphs; use angle reasoning; calculate accurately with decimals/negatives.	Operate with fractions; use prime factor methods; identify/generate sequences; rearrange simple formulae; solve rate/ratio problems.	Construct accurately with ruler/compass/protractor; identify congruence/similarity; choose, draw and interpret statistical representations.	Calculate/compa probabilities; use set notation; perform and describe transformations using precise mathematical language.
Assessment Focus	Diagnostic algebra check; statistics interpretation; indices/standard form retrieval.	Percentage-ratio-proportion assessment; geometry/measure problem solving.	Equation/inequality and linear-graph assessment; cumulative number/angle retrieval.	Fractions, factors/multiples, sequences and ratio/speed assessment.	Construction accuracy; statistics representation and interpretation task.	End-of-year cumulative assessment including probability, transformations and prior KS3 content.
Cross-curricular links	Science: numerical accuracy, units, data and formulae. Computing: sequences/algorithms and data representation. Geography: scale and graphs.	Science: formulae and data; Computing: tables/graphs; Design Technology: measurement and scale.	Science/DT: measure, area, shape and accuracy. Geography: scale and spatial reasoning.	Science: formulae, volume, rates and time. Geography: timetables and scale.	Art/DT: symmetry, transformations and geometric design. Science: ratio and proportional reasoning.	Geography: maps/scale; Science: graphs and units; Food Technology: recipe ratio.
Reading Opportunities	Read and interpret mathematical vocabulary, symbols, worded problems and data tables; explain methods in complete mathematical sentences.	Read algebraic notation, formulae, chart titles/axes and contextual problems; identify key information and justify conclusions.	Read geometric notation, definitions and diagrams; interpret multi-step problem contexts and explain reasoning.	Read 3D diagrams, nets, equations and timetables; translate between words, symbols and representations.	Read angle/transformational notation and ratio contexts; compare alternative solution methods.	Read maps, scales, coordinates and graphs; interpret mathematical information from real-life sources.
Careers (enrichment opportunities and futures)	Finance/accounting, retail, data analysis and business.	Engineering, computing, statistics and finance.	Architecture, construction, surveying and engineering.	Engineering, logistics, transport planning and manufacturing.	Design, architecture, engineering and data/statistics.	Surveying, GIS/mapping, engineering, transport and data science.

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Music	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overview and Key Questions	Rock n Roll Slavery to Civil Rights	Rock n Roll Rock n Roll songs ensemble performance	Music From Around The World 1: Latin American Music- Tequila!	Developing Ensemble Skills- Somebody That I Used To Know- Goyte	Music From Around The World 2: Music: Developing Performing Skills- Calypso Yellow Bird	Music From Around The World 3: Music From Africa Composition and Improvisation Skills
Knowledge (incl. links to prior and future learning)	Blues to Rock and Roll Instruments: walking bass 12 bar blues structure Keyboard techniques	Understanding ensemble performance skills, structure of rock n roll songs	An introduction to Latin American Music- key musical features; instruments; major chords; syncopated rhythms; improvisation	Understanding riffs; major and minor chords (triads); chord progressions; crotchet beat; anatomy of the drum kit	Origins of Calypso from Trinidad; recognising instruments; syncopated rhythms; ukulele skills; chords on ukulele; vocal skills; understanding of instruments used in Calypso music and the context of when/where Calypso music is performed	African instruments; Polyrhythms; Syncopation; Call and response; African Drumming; Chanting; Pentatonic scale; composition
Skills (incl. links to prior and future learning)	Keyboard Skills- use of correct hand position- performing chords/walking bass/melody	Advanced bass skills Advanced drum skills Vocal techniques	Individual, paired and group performances of Tequila! On keyboards (Melody, bass line and chords). For more advanced students- an	Further developing instrumental and ensemble skills: keyboard, bass guitar, drum kit, xylophone and vocals	Developing ukulele skills; developing the skill of accompanying on ukulele and singing at the same time; recognising tremolo playing	Polyrhythms; call and response technique in pairs; small groups and whole class

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			introduction to improvisation.		technique on steel pans	
Assessment	Keyboard Skills- 12 bar blues chord pattern and walking bass	Ensemble performances of a choice of 3 well-known rock n roll songs	Keyboard skills assessment of Melody, bass line and chords In addition to the above, for the more advanced students, improvisation skills assessed.	Performance of Somebody That I Used To Know as an ensemble.	Performance of Yellow Bird on ukulele with vocal melody, individually, in pairs and small groups	Assessment: Performance of African Music Compositions
Cross-curricular links	History, Geography, literacy and numeracy	History, Geography, literacy and numeracy	History, Geography, literacy and numeracy.	Literacy and numeracy.	History, Geography, literacy and numeracy.	History, Geography, literacy and numeracy.
Reading Opportunities	History of slavery: triangular slave trade History of blues and rock n roll	History of slavery: triangular slave trade History of blues and rock n roll	History and development of Latin American Music	Popular music culture	History of Calypso Music	History of African Music
Careers (enrichment opportunities and futures)	Performance/Session Musician	Performance/Session Musician		Performance/Session Musician		

Personal Development	Autumn 1 Safe Me	Autumn 2 Responsible Me	Spring 1 Future Me	Spring 2 Healthy Me	Summer 1 Empowered Me	Summer 2

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Overview and Key Questions	**Personal Safety** 1. What is child exploitation? 2. What is grooming? 3. What is 'County Lines'? 4. Who does knife crime affect? 5.How does the law deal with young offenders? 6. What is fraud? 7. How can we use social media responsibly?	**Politics** 1. What is politics, and why is democracy important? 2. How is our country run? 3. What is the role of the Prime Minister? 4. How do elections work and what is campaigning? 5. Has everyone always had the right to vote? 6. Can anyone create a political party? 7. How relevant is the monarchy today? 8. What is the role of the media in democracy?	**My Future** 1. How can we bust career stereotypes that are based on our race or gender? 2. Is my 'weakness' actually my superpower? 3. What do I want for my future - and how can I get there? 4. How do I present myself as employable? 5. How can I be a good employee and what are my rights? 6. Why is self-esteem important, and how can I embrace it?	**Mental Health and Wellbeing** 1. Are fillers and airbrushing good for our self esteem? 2. Do men have body image issues? 3. What is anxiety and how is it managed? 4. What is depression and how is it managed? 5. Can stress actually make me stronger, and how do I handle it when it doesn't? 6. What is the HPV vaccine and why are we given it?	**Romantic Relationships and First Give** *First Give community social action project* What is marriage? Is there such a thing as a 'perfect family'? How does the media portray romantic relationships?	**RE and First Give** *First Give community social action project* **Religion and the Media** ● Religion in film and TV – stereotypes and satire ● News coverage of religion – bias and balance ● Social media influencers and faith ● The ethics of media representation

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Knowledge (incl. links to prior and future learning)	R47. to understand the motivations, misconceptions and consequences of carrying weapons and strategies for managing pressure to carry a weapon R45.to recognise the factors that contribute to young people joining gangs; the social, legal and physical consequences of gang behaviours R46. to understand some strategies to manage peer pressure to join a gang, exit strategies and how to access appropriate support R17.to understand some strategies to identify and reduce risk from people online that they do not already know; when and how to access help . - to understand how people who are vulnerable can be taken advantage of in a range of situations	- to understand how a range of different political systems work - to understand different election systems used across the UK - to understand how a government spends and raises money - to evaluate the important parts of a democracy	L1. to develop a range of study, organisational, research and presentation skills L2. to review their strengths, interests, skills, qualities and values and how to develop them L3. to set realistic yet ambitious targets and goals L4. to understand the skills and attributes that employers value L5. to understand the skills and qualities required to engage in enterprise L6.to recognise the importance and benefits of being a lifelong learner L9.to understand the benefits of setting ambitious goals and being open to opportunities in all aspects of life	H9. to develop strategies to understand and build resilience, as well as how to respond to disappointments and setbacks H10. to recognise a range of healthy coping strategies and ways to promote wellbeing and boost mood, including physical activity, participation and the value of positive relationships in providing support H12. to understand how to recognise when they or others need help with their mental health and wellbeing; sources of help and support and strategies for accessing what they need H13.to understand the importance of, and strategies for, maintaining a balance between school, work, leisure, exercise, and online activities	R36. to understand the nature and importance of stable, long-term relationships (including marriage and civil partnerships) for family life and bringing up children R8. to understand that the portrayal of sex in the media and social media can affect people's expectations of relationships and sex R1.to know about different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect them	Engaging with Worldviews and Ultimate Questions in the Modern World

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			L10. to recognise and challenge stereotypes and family or cultural expectations that may limit aspirations	H14.to recognise the benefits of physical activity and exercise for physical and mental health and wellbeing H3. to understand the impact that media and social media can have on how people think about themselves and express themselves, including regarding body image, physical and mental health H4. to recognise some simple strategies to help build resilience to negative opinions, judgements and comments H5. to recognise and manage internal and external influences on decisions which affect health and wellbeing		
Assessment	**Keywords:** Child exploitation, Grooming, County Lines, Knife crime, Young offenders, Law, Fraud, Social media responsibility, Gangs, Peer pressure	**Keywords:** Democracy, Politics, Elections, Prime Minister, Political parties, Monarchy, Media in democracy, Rights, Representation, Citizenship	**Keywords:** Career stereotypes, Race and gender, Employability, Strengths, Weaknesses as strengths, Rights at work, Aspirations, Self-esteem, Lifelong learning, Ambition	**Keywords:** Body image, Fillers, Airbrushing, Male body image, Anxiety, Depression, Stress management, HPV vaccine, Coping strategies, Resilience	**Keywords:** Marriage, Family, Romantic relationships, Media portrayals, social action, Teamwork, Communication, Compromise, Community engagement	**Keywords:** Religion in media, Stereotypes, Satire, Bias, Representation, Faith, Ethics, Social action, Community needs, Helping others

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PE	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overview and Key Questions	"Winter Sports". Any 2 sports/activities from hockey, football, rugby, basketball, netball, gymnastics, or orienteering. As well as an alternative international sport every other week e.g. handball, baseball, ultimate frisbee or dodgeball.	"Winter Sports". Any 2 sports/activities from hockey, football, rugby, basketball, netball, gymnastics, or orienteering. As well as an alternative international sport every other week e.g. handball, baseball, ultimate frisbee or dodgeball.	"Winter Sports". Any 2 sports/activities from hockey, football, rugby, basketball, netball, gymnastics, or orienteering. As well as an alternative international sport every other week e.g. handball, baseball, ultimate frisbee or dodgeball.	"Winter Sports". Any 2 sports/activities from hockey, football, rugby, basketball, netball, gymnastics, or orienteering. As well as an alternative international sport every other week e.g. handball, baseball, ultimate frisbee or dodgeball.	"Summer Sports". Any 2 activities from cricket, athletics and rounders as well as any winter sport they have yet to cover. As well as an alternative international sport every other week e.g. handball, baseball, ultimate frisbee or dodgeball.	"Summer Sports" Any 2 activities from cricket, athletics and rounders as well as any winter sport they have yet to cover. As well as an alternative international sport every other week e.g. handball, baseball, ultimate frisbee or dodgeball.
Knowledge (incl. links to prior and future learning)	Sports rules, tactics and technique. Benefits of healthy, active lifestyles	Sports rules, tactics and technique. Benefits of healthy, active lifestyles	Sports rules, tactics and technique. Benefits of healthy, active lifestyles	Sports rules, tactics and technique. Benefits of healthy, active lifestyles	Sports rules, tactics and technique. Benefits of healthy, active lifestyles	Sports rules, tactics and technique. Benefits of healthy, active lifestyles
Skills (incl. links to prior and future learning)	Head, heart and hands (HHH). Greater emphasis on hands.	Head, heart and hands (HHH). Greater emphasis on hands.	Head, heart and hands (HHH). Greater emphasis on hands.	Head, heart and hands (HHH). Greater emphasis on hands.	Head, heart and hands (HHH). Greater emphasis on hands.	Head, heart and hands (HHH). Greater emphasis on hands.
Assessment	Head, heart and hands. "game intelligences" or development of skills in all three HHH areas	Head, heart and hands. - "game intelligences" or development of skills in all three HHH areas	Head, heart and hands. "game intelligences" or development of skills in all three HHH areas	Head, heart and hands. "game intelligences" or development of skills in all three HHH areas	Head, heart and hands. "game intelligences" or development of skills in all three HHH areas	Head, heart and hands. "game intelligences" or development of skills in all three HHH areas
Cross-curricular links	Theoretical links to biology eg – muscles	Theoretical links to biology eg – muscles	Theoretical links to biology eg – muscles	Theoretical links to biology eg – muscles	Theoretical links to biology eg – muscles	Theoretical links to biology eg – muscles

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Careers (enrichment opportunities and futures)	Extra-curricular clubs and sports teams	Extra-curricular clubs and sports teams	Extra-curricular clubs and sports teams	Extra-curricular clubs and sports teams	Extra-curricular clubs and sports teams	Extra-curricular c and sports teams

Science	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overview and Key Questions	**Enquiry Processes Part 2** Analysing & evaluating data and method. Communicating findings. Scientific method. Justifying opinions. Reviewing theories. **Electromagnets Part 2** Magnets and Magnetic fields. Electromagnets and their uses. **Matter Part 2** Periodic Table. Elements and their symbols. Atoms and Compounds. Writing Chemical Formulae and State Symbols.	**Reactions Part 2** Atoms in reactions Types of reactions: combustion, thermal decomposition. Conservation of mass. Exothermic and endothermic reactions. **Organisms Part 2** Gas exchange and breathing. Drugs, alcohol and smoking. Food nutrients and food tests. Unhealthy diet. Digestive system.	**Energy Part 2** Work, energy and machines. Energy and temperature. Energy transfer: Particles Energy transfer: Radiation and insulation. **Forces Part 2** Friction and drag Squashing and stretching Turning forces (moments) Pressure in gases, solids and liquids	**Waves Part 2** Sound waves, water waves and energy. Radiation and energy. Modelling waves. **Earth Part 2** Global warming. The Carbon cycle. Climate change. Extracting metals. Recycling.	**Ecosystems Part 2** Aerobic Respiration Anaerobic Respiration Biotechnology **Earth Part 2** Global warming. The Carbon cycle. Climate change. Extracting metals. Recycling.	**Ecosystems Part 2** Photosynthesis Leaves Plant Minerals **Genes Part 2** Natural selection and Charles Darwin. Extinction and preserving biodiversity. Inheritance DNA and genetics. Genetic modification.
Knowledge (incl. links to prior and future learning)	History and development in scientific research to solve problems or deepen scientific understanding. Understanding the principles surrounding the scientific method. Rules of magnets. How electromagnets work. How to vary the strength of an electromagnet.	Discovery of fuels and their extraction processes. Application of energy in medical and biotechnology usage. Development and history of drugs to treat diseases. Abuse of various drugs.	History of the atom regarding radiation and energy. Steam engines and other machines' history in thermodynamics. Development of methods to prevent heat loss by conduction, convection, and radiation.	History of the discovery of waves and the EM spectrum. Development of technologies such as ultrasounds and microphones. Exploring evidence that suggest global warming is caused by	Use of biotechnological techniques to make foods (bread, beer, yogurt). Development and changes made in biological processes. New discovery or invention Exploring evidence that suggest global warming	The role of photosynthesis. Structure of leaves. The recycling of plant minerals within the ecosystem. DNA history and discovery. Role of different scientists in the

Curriculum Map – Year 8

	The history of the periodic table and how it was discovered. The principles underpinning the Mendeleev periodic table. Understand the role of a theories Contact and Non-Contact forces. Magnets and electricity. Particle theory of matter. Metals and non-metals. Types of reactions. Boiling points. Change of states of matter.	Metals and Non - Metals (KS3) Diets, drugs and exercise. Function of teeth. Digestive system basics. Eating healthy. Energy. Writing Word Equations (KS3)	Development of Hooke's law on elasticity. History of Newton's laws of motions and how these have changed over time. Forces. Particle theory of matter. Change of states. Contact and non-contact forces. Balanced and unbalanced forces. Particle theory. Gas pressure.	Human activity, which is causing climate change. History of recycling materials and its importance. History and development of renewable resources. Using Electromagnets. Energy. Electricity Generation. Metals and non-metals Periodic table Energy (Fuels) Photosynthesis	caused by Human activity, which is causing climate change. History of recycling materials and its importance. History and development of renewable resources. Plant and animal cells. Movement of substances. Specialised cells. Microscopes. Evaporation. Metals and non-metals Periodic table Energy (Fuels) Photosynthesis	discovery of DNA a model. Darwinian theory of evolution. Ethical, social, and moral issues. Understand how scientific ideas have changed over time. Plant and animal cells. Movement of substances. Specialised cells. Microscopes. Evaporation. Cells. Animal adaptations.
Skills (incl. links to prior and future learning)	Identify patterns in data and present data. Write an observation, fair test or pattern seeking enquiry question. Identify dependent variables, independent and control variables. Identify risks and hazards, and control measures. Analyse evidence and draw conclusions based on data. Representing chemical reactions using formulae and using equations. Balance a symbol equation. Manage Risks and Hazards in Practicals. Variables in Experiments Experiments. Planning Cycle.	Comparing and analysing data on fuels. Design a table for data gathered. Manage risks and hazards in practicals. Judge whether the conclusion is supported by the data. Developing hypotheses. Prepare a table with space to record all measurements. Carry out a method carefully and consistently.	Collect data and analyse the link and patterns in data. Read values from a line graph. Select relevant data and do calculations. Identify potential sources of random and systematic error. Identify patterns in data and present data. Identify further questions arising from investigations. Make and explain a conclusion. Manage risks and hazards in practicals.	Add/use a diagram if it helps to make a concept clearer. Use of models in science to demonstrate waves. Suggest a scientific idea that might explain an observation. Identify a pattern in data from results tables, line graphs or bar charts. Evaluation of implications of climate change, recycling etc. Identify features of a reaction that are hazardous.	Identify two variables which may show a correlation. Develop the written report with scientific writing. Ability to consider social, ethical and moral issues. Identify a pattern in data from results tables, line graphs or bar charts. Evaluation of implications of climate change, recycling etc. Identify features of a reaction that are hazardous.	Identify two variables which may show a correlation. HSW: Investigating factors affecting photosynthesis. Develop the written report with scientific writing. Describe the role of a theory and use of evidence in supporting theories. Evaluate the evidence for claims. Using models to show inheritance and natural selection. Collaboration and team building.

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Assessment	Low stake quizzes, retrieval practice questions, kerboodle online assessment SIR Tasks **Assessment 1 - Content from Half Term 1 and KS2 concepts**	Low stake quizzes, retrieval practice questions, kerboodle online assessment SIR Tasks **Assessment 2 - Content from Half Term 2 and some half term 1 content**	Low stake quizzes, retrieval practice questions, kerboodle online assessment SIR Tasks **Assessment 3 - Content from Half Term 3 and some half term 2 content**	Low stake quizzes, retrieval practice questions, kerboodle online assessment SIR Tasks **Assessment 4 - Content from Half Term 4 and some half term 3 content**	Low stake quizzes, retrieval practice questions, kerboodle online assessment SIR Tasks **Assessment 5 - Content from Half Term 5 and some half term 4 content**	End of Key Stage assessment.
Cross-curricular links	Accurate Use of Internet - IT Comprehension and Summarising Information - English Draw and Present Graphs - Maths Draw and Colour a Model - Art Oral Presentation – Drama Magnets as materials - Technology Electromagnets used in trains/earphones/cell phones - Engineering Electromagnets in loudspeakers/cell phones - Technology Elements in materials - Technology Compounds used in food - Food Technology Displaying data - Maths Writing reports - English Drawing models - Art	Climate change and global warming -Geography Types of fuels - Geography Ethical and social issues of burning fuels Energy generation - Engineering and Technology Use of fuels – Technology Drug and alcohol abuse. Moral, social and ethical issues. Asthma and other respiratory diseases. No smoking Campaign. Nutrients in food - Technology Drawing Graphs and calculating mean - Maths	Energy transfers - PE Drawing graphs and calculating mean - Maths Machine - Technology Force Multipliers in opening food cans - Food Technology Forces and their uses - Technology and engineering Simple machines - Technology and engineering	Light and sound - Performing Arts Lighting in Photography - Media Dangers of cooking in microwaves - Food Technology Global warming and climate change - Geography Use of recycled material in DT, Product Design and Textiles Displaying data (Pie charts and percentages) - Maths Writing reports - English Recycling campaign - PSHCE	Respiration and exercise - PE Baking/Wine Making - Food Technology Displaying Data - Maths Drawing Models - Art Debate Skills – English Global warming and climate change - Geography Use of recycled material in DT, Product Design and Textiles Displaying data (Pie charts and percentages) - Maths Writing reports - English Recycling campaign - PSHCE	Displaying Data - Maths Drawing Models - Art Debate Skills – English God and nature of Life - RE Biodiversity - Geography Research and choosing relevant information - English/ IT
Reading Opportunities	History of the periodic table. Discovery of the elements.	Bill Bryson – The Body	The Physics Book – big ideas made simply	Understanding Earth	Natural Histories: 25 Extraordinary species that have changed our world	Natures building blocks

Curriculum Map – Year 8

Careers (enrichment opportunities and futures)	Research chemist	Nutritionist, Physiotherapist.	Structural engineer	Audio/visual engineer, Geologist	Sports Scientist, climate scientist	Botanist.

Spanish	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overview and Key Questions	**Present tense** Viva2 Mod2 Todo Sobre Mi Vida U1: Phone use U2: Music – opinions U3: TV – comparatives	**Present tense** Viva1 Mod5 Mi Ciudad U1: In your city U2: what you do in city – telling time Viva2 Mod3 A Comer U1: Food preferences – opinions U2: Meals – negatives	**N.Fut** Viva1 Mod5 Mi Ciudad U4: Weekend plans - N.Fut intro Viva2 Mod3 A Comer U4: What to buy – N.Fut Viva2 Mod4 Qué hacemos	Preterite Viva2 Module 1 & 5- *Mis vacaciones* (saying what you did on holiday, using preterite verbs, talking about the last day of holiday, describing what holiday was like)	Using multiple tenses Revision Viva1 Module 5 Mi Ciudad U6 : Town and activities using two tenses together Viva2 Mod3 A Comer U5 : Fiesta (Giving an account of a party using 3 tenses) (present tense revision,	Using multiple tenses Revision Viva2 Mod4 ¿Qué hacemos ? U5 : Hoy Partido (Talk about sporting events using 3 tenses) (N.Fut revision; what you are going to do, buy and wear. Also preterite revision on holidays, giving opinions, describing what the holiday was like.)

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		Viva1 Mod5 Mi Ciuda U3: Café – querer	U4: What are you going to wear?		what you use your phone for, what type of music you like, giving opinions, comparatives, talking about TV, saying what you did yesterday)	
Skills (incl. links to prior and future learning)	Focus on Listening, Speaking, Reading and Writing	Focus on Listening, Speaking, Reading and Writing	Focus on Listening, Speaking, Reading and Writing	Focus on Listening, Speaking, Reading and Writing	Focus on Listening, Speaking, Reading and Writing	Focus on Listening, Speaking, Reading and Writing
Assessment	**Assessment** Weekly vocab tests End of topic quiz	**Assessment** Weekly vocab tests End of module assessment L W R	**Assessment** Weekly vocab tests End of topic quiz	**Assessment** Weekly vocab tests End of module assessment L W R	**Assessment** Weekly vocab tests End of topic quiz	**Assessment** Weekly vocab tests End of module assessment L W R End of Year test LRWS
Cross-curricular links	Throughout the year students will discover links with other subjects including Maths, literacy, Art, Geography and History					
Reading Opportunities	Bimonthly Vocab lists from Sentence builders or Support books	Bimonthly Vocab lists from Sentence builders or Support books	Bimonthly Vocab lists from Sentence builders or Support books	Bimonthly Vocab lists from Sentence builders or Support books	Bimonthly Vocab lists from Sentence builders or Support books	Bimonthly Vocab lists from Sentence builders or Support books

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	MFL Food competition	Satchel Quizzes	Satchel Quizzes	Satchel Quizzes	Satchel Quizzes	Satchel Quizzes
Careers (enrichment opportunities and futures)	Career opportunities are discussed when certain topics are taught and when students are asked to reflect on how the vocabulary can link to Future plans. All topics also include a focus on discovering new cultural aspects of learning a language.					

Technology	Rotation 1	Rotation 2	Rotation 3	Rotation 4
Overview and Key Questions	**Food Technology** In this rotation students will be doing the Bread Project making bread based dishes.	**Clock** In this rotation students will research, design, prototype, and make an MDF fully working clock using a book of their choice as inspiration.	**JAR & Lid/LED touch light** In this rotation students will design and make Jar and Lid using TINKERCAD, they also complete a simple circuit using LED touch with an acrylic/PLA casing.	**Textiles** In this rotation students will develop textile skills and develop a product suitable for storing an item of school equipment using the theme “school smarts” as their inspiration.
Knowledge (incl. links to prior and future learning)	Students will learn about the different breads from around the world and suitable recipes. Health & Safety in the Kitchen.	In this rotation students learn about how inspiration can help you produce designs, how to produce an initial ideas page, and how prototyping can help the design process.	In this rotation students learn about technical drawing techniques, health and safety signage, and basic electronics.	In this rotation students learn about how to use inspiration in your designs, how to use a sewing machine, and the different decorative techniques used in textiles.
Skills (incl. links to prior and future learning)	Learn how to use: - yeast - white flour - bread flour - Gluten free - ovens - handling meat - chopping boards	Learn how to use a: • Coping saw • File • Abrasive paper • Scroll saw • Ruler and template • Pillar drill • Clock mechanism • Acrylic paint/paint pens	Learn how to use a: • Laser cutting • 3D printing • Soldering iron • PCB kit • Solder	Learn how to use a: • Needle • Thread • Sewing machine • Fabric shears • Iron • Headpress • Fabric pens

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	- knives - washing up			
Assessment	Plan, prepare & make Bread dishes from around the World.	Students are assessed on the creativity and presentation of initial ideas - completed half way through the project. Students are also assessed on the quality of finish when completing their clocks at the end of the project.	Skills assessment Planning:- 4 W's and drawing techniques Monitoring:- Research and use of CAD/CAM Evaluation:-Peer assessed, EBI Quality of finish when using plastic casing. Basic electronic skills.	Students are assessed on their final practical product. In particular, did they finish the product and how good was the quality of stitching.
Cross-curricular links	Maths using ingredients & amounts. English - writing up Recipes & Methods.	English – writing a book report.	Maths – measuring with a ruler.	Geography – environmental impact of the textiles industry.
Reading Opportunities	Food fact of life	The Measure of Man and Woman: Human Factors in Design. 1000 chairs. Invention by Design – How Engineers get from Thought to Thing. Small Things Considered: Why there is No Perfect Design.		
Careers (enrichment opportunities and futures)	Preparing, Organising, cooking skills for confident adults in the kitchen.	Product Analysis – looking at products in depth to make students better informed consumers.	Learning about basic electronic circuitry and what industries use it.	Students choose a client which makes them understand a career which works on designing and making something for others needs and wants.