Curriculum Map – Year 8

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'.**
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 and 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	Developing and revising skills of analytical essay writing.	Creative writing skills will be revisited and the gothic genre will be referenced, making clear distinctions	Analytical skills. These skills will be revisited and developed. This links to their Literature Paper 2 at GCSE and	Students will develop their skills of writing. In this unit students will be expected to write	Analytical skills. Students will revisit and revise the skills for analytical writing which they last

	importance of: correct spelling, punctuation, grammar, paragraphs, including a range of punctuation in their writing, ambitious vocabulary, sentences structures for impact, language devices, creating atmosphere, character and setting. Students will be introduced to the features of a gothic story that they will revisit at GCSE.	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. This is linked to their GSCE 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	about different genre writing. However, the core ideas about the skills of creative writing will be much the same. Students will learn how to write dystopia fiction. This ties into Language Paper 1 where they have to produce an imaginative piece of writing.	as such the essay question will be formulated in the same way to allow practice.	expressing a viewpoint. This is linked to GCSE Language Paper 2 where students are expected to produce an extended piece of nonfiction writing expressing a viewpoint.	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 language/ structure and form analysis. Students will revise comparative analysis of poetry which they will revisit at GCSE.
Assessment Focus	Students will produce a gothic story inspired by a stimulus. They will be assessed on their writing skills.	Assessment: 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.	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	Assessment: 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

Curriculum Map – Year 8

		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 context of different cultures and religions/ races. Religion – Ideas about prejudice related to religion and race.
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 read a range 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.

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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, What is the Cryosphere? Flora & Fauna adapting to the cold, Svalbard case study	Japan Plate Tectonics, What is Plate Tectonics? How does it affect the Earth and Japan? What are the similarities in Japan and UK weather? Why is Japanese culture so different to 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 looks briefly at its rivers, coastal areas, mountains and ecosystems. It focusses on megacities and the challenges and opportunities posed by rapid urbanisation. Students will also re-examine the sustainability of exploiting this regions 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 enquiry 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 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.	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	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.	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.	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	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	Range of techniques that allow student 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

Curriculum Map – Year 8

	models, which links to Y10 and GCSSE Economic Geography	Builds a foundation knowledge for those students taking GCSE geography in Y10	(Japan) Composite volcanoes are a feature of converging 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.	People on the move in Y9 and GCSE	weather on UK culture, society and economy.	understand the benefits of the Scientific method.
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.	Paper formal examination to introduce and improve exam technique in a low stakes assessment.	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 Focus	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.
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 each student.

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Careers (enrichment opportunities and futures)	To be confirmed				Students will then study 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 Field-trip to Northern Ireland

Curriculum Map – Year 8

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? What was meant by "White Slavery?"	To what extent should the Empire be a source of pride? What was the Raj?	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? Was it the Suffragette 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 colonialization and decolonialisation.	Change and continuity.	Change and continuity.
Assessment Focus	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?	Why did Britain and China fight the Opium Wars?	How should we remember Peterloo?	Was Emily Wilding Davison a martyr for the cause of the Suffragettes?

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Cross-curricular links	Politics and the unwritten constitution.	Geography and continental trade,	Business studies – entrepreneurs.	The geography of empire.	Politics, parliamentary democracy and the franchise.	Politics, parliamentary democracy and the franchise.
Reading Opportunities			Oliver Twist Hard Times			

Curriculum Map – Year 8

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 miniplate 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 Focus	Summative assessment at the conclusion of the chapter to test for understanding.	Self-assessment completed at the end of a section of work to evaluate skills achieved.	Summative assessment at the conclusion of the chapter to test for understanding. Project-based Assessment to test the acquisition of skills with a rubric.	Summative assessment at the conclusion of the chapter to test for understanding. Project-based Assessment to test the acquisition of skills with a rubric.	Summative assessment at the conclusion of the chapter to test for understanding.	Summative assessment at the conclusion of the chapter to test for understanding. Project-based Assessment to test the acquisition of skills with a rubric.
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

Curriculum Map – Year 8

Maths	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overview and Key Questions	**Set 1-2** Number Area and volume **Set 3-4** Number Area and volume	**Set 1-2** Statistics Graphs and Charts Working with powers Expressions and Equations **Set 3-4** Statistics Graphs and Charts Expressions and Equations	**Set 1-2** Real life graphs Decimals and Ratio Accuracy and measures **Set 3-4** Real life graphs Decimals and Ratio	**Set 1-2** Lines and angles Construction and Loci Quadratics **Set 3-4** Lines and angles Construction and Loci	**Set 1-2** Calculating with fractions Scales drawings and measures Straight line graphs **Set 3-4** Calculating with fractions Straight line graphs	**Set 1-2** Percentages Decimals and Fractions Circles, Pythagoras and prisms. Probability **Set 3-4** Percentages Decimals and Fractions Circles, Pythagoras and prisms.
Knowledge **Link to prior learning**: See KS3 National Curriculum for Mathematics **Future learning** See Year 9 Curriculum plan	•Calculations •Divisibility and division •Calculating with negative integers •Powers and roots •Powers, roots and brackets •Multiples and factors •Calculations using a calculator •Area of a triangle •Area of a parallelogram and trapezium •Volume of cubes and cuboids •2D representations of 3D solids •Surface area of cubes and cuboids •Measures	•Pie charts •Using tables •Stem and leaf diagrams •Comparing data •Scatter graphs •Misleading graphs •Algebraic powers •Expressions and brackets •Factorising expressions •One-step equations •Two-step equations •The balancing method •Simplifying expressions •Expanding and factorising expressions •Substituting and solving	•Conversion graphs •Distance-time graphs •Line graphs •More line graphs •Real-life graphs •Curved graphs •Ordering decimals and rounding •Place-value calculations •Calculations with decimals •Ratio and proportion with decimals •Rates of change •Density and pressure •Upper and lower bounds •Calculating with bounds	•Quadrilaterals •Alternate angles and proof •Angles in parallel lines •Exterior and interior angles •Solving geometric problems •Accurate drawings •Constructing shapes •Construction •Loci •Sequences •Expanding •Factorising •Solving quadratic expressions	•Ordering fractions •Equivalent Fractions •Adding and subtracting fractions •Multiplying fractions •Dividing fractions •Calculating with mixed numbers •Fractions on a calculator •Maps and scales •Bearings •Scales and ratios •Congruent and similar shapes •Solving geometry problems •Direct proportion on graphs •Gradients	•Fractions and decimals •Equivalent proportions •Writing percentages Percentages of amounts •Percentages with a calculator •Parts of a circle •Circumference of a circle •Area of a circle •Pythagoras theorem •Prisms and cylinders •Mutually exclusive events •Experimental and theoretical probability

Curriculum Map – Year 8

					•Equations of straight lines	•Sample space diagrams •Two-way tables • Venn diagrams
Skills (incl. links to prior and future learning)	Pupils will increase their resilience during the course by learning new concepts, using prior knowledge to develop mathematical fluency and applying skills to various situations and problems. Pupils will be challenged in all lessons and show they have learned from mistakes through multiple tasks, including connecting exercises. The challenge activities will have the aim of developing both skills and high aspirations in both this subject and life beyond. Resilience will also be developed within the Key maths skills below (fluency, reasoning and problem-solving). Pupils will have the opportunity to work together to build and share their ideas on topics, discuss misconceptions and how these topics can be used in real-life situations. Each topic in Maths contains many sub-topics and skills. As we go up in the year groups, these topics become more in-depth, build on prior knowledge from KS2 and prepare students for KS4. Therefore, topics repeat from year to year for consolidation and fluency. Students regularly review their learning with knowledge recall starters, interleaving homework tasks and self-assessment of classwork with discussions on misconceptions.					
Assessment Focus	**See Knowledge.**					
Cross-curricular links	Science - Measures and volume as used in science Design Technology – Use of shapes for different designs, angles in designs, 3D models vs 2D designs Art – Understanding of fractions and proportions within artwork History – Ratio and proportion in terms of geographical data or comparing from the past and present Science – Supporting finding missing information, use within investigations					
Reading Opportunities	Collins KS3 Revision - KS3 Maths Higher Level All-in-One Complete Revision and Practice: Ideal for Years 7, 8 and 9 (Collins KS3 Revision)					
Careers (enrichment opportunities and futures)	All pupils should be numerate and able to use mathematics at both work and in everyday life beyond school. Mathematics is fundamental to future success and closely linked with financial success. It enhances their ability to infer, problem solve, think logically, spot patterns as well as navigate through their chosen career with a well-equipped vocabulary. **Opportunities** Timetable rockstar competition UKMT Challenge Career themed lessons					

Curriculum Map – Year 8

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 introduction to improvisation.	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 technique on steel pans	Polyrhythms; call and response technique in pairs; small groups and whole class

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Assessment Focus	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		

Curriculum Map – Year 8

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 Focus	Head, heart and hands.	Head, heart and hands.	Head, heart and hands.	Head, heart and hands.	Head, heart and hands.	Head, heart and hands.
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
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 clubs and sports teams

Curriculum Map – Year 8

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 Formulaeand 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 Truning 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.	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. Metals and Non - Metals (KS3)	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	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 discovery of DNA and its model.

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	How to vary the strength of an electromagnet. 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.	Diets, drugs and exercise. Function of teeth. Digestive system basics. Eating healthy. Energy. Writing Word Equations (KS3)	Development of Hooke's law on elastic. 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.	caused by human activity 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 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	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 variable, 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.	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 hypothesis. 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.

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	Balance a symbol equation. Manage Risks and Hazards in Practicals. Variables in Experiments Experiments. Planning Cycle.					Collaboration and team building.
Assessment Focus	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	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	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

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	Displaying data - Maths Writing reports - English Drawing models - Art	Drawing Graphs and calculating mean - Maths				
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
Careers (enrichment opportunities and futures)	Research chemist	Nutritionist, Physiotherapist.	Structural engineer	Audio/visual engineer, Geologist	Sports Scientist, climate scientist	Botanist.

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Technology	Rotation 1	Rotation 2	Rotation 3	Rotation 4
Overview and Key Questions	**Food Technology**	**Clock** In this rotation students will make an MDF fully working clock based on a book of their choice.	**Mars Rover** In this rotation students will make an autonomous vehicle out of aluminium, acrylic and a microbit.	**Bag** In this rotation students will make a bag using a festival as their inspiration.
Knowledge (incl. links to prior and future learning)		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 how to program a microbit.	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 a: • Coping saw • File • Abrasive paper • Scroll saw • Ruler and template • Pillar drill • Clock mechanism • Paint	Learn how to use a: • Scribe • Centre punch • Hammer • Engineers blue • Rivet gun • Microbit software • Line bender • File • Pillar drill • Sheet metal brake • Tin snips • Abrasive paper	Learn how to use a: • Needle • Thread • Sewing machine • Fabric shears
Assessment Focus		Quality of finish when working with wood.	Quality of finish when using metal. Coding skills.	Quality of finish when using textiles.
Cross-curricular links		English – writing a book report.	Maths – measuring with a ruler.	Geography – environmental impact of the textiles industry.
Reading Opportunities		Technologystudent.com		

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Careers (enrichment opportunities and futures)		Product Analysis – looking at products in death to make students better informed consumers.	Learning about coding 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.