

## Year 8 Curriculum Map 2021/2022

Subject	Objectives/End of year goals	Autumn	Spring	Summer
English	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>Developing a love of reading and appreciation of different forms of literature (fiction and nonfiction) including a wide coverage of genres including whole novels, short stories, poems and plays.</li> </ul> <p>Students will begin their year 8 study by drawing on their work on genre from the summer term of year 7 and explore how this helps readers access texts. Students will develop their understanding of texts with didactic purposes through their study of Orwell's allegorical novel and finally build on their understanding of comedic structure through Shakespeare's 'Romeo and Juliet'.</p> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Writing fluently, effectively and at length and for a wide range of purposes and audiences</li> <li>Structuring and selecting the appropriate form</li> </ul>	<p><b>The Gothic</b>  <b>Core text:</b> 'The Woman in Black' by Susan Hill  <b>Writing focus:</b> descriptive writing</p> <p>Students will begin their year 8 journey with a key literary movement: The Gothic. In this unit, students will learn about the core principles and conventions of the Gothic before applying this knowledge to a modern text, <i>The Woman in Black</i> that draws on many of these features in order to reflect on the longevity and influence of this genre as well as developing a wider understanding of how social and historical context can shape literary movements.</p> <p>Students will focus on how writers use setting and weather to create atmosphere in texts, before developing their own craft focusing on how adjectives can be used to</p>	<p><b>Some are more equal than others</b>  <b>Core text:</b> 'Animal Farm' by George Orwell  <b>Writing focus:</b> rhetoric</p> <p>In term 2, students will develop their understanding of literary context through close study of 'Animal Farm'. They will explore the text as an allegory of the Russian Revolution and use this political backdrop as a basis for understanding rhetoric. Drawing on their study of symbolism from term 1, students will develop their understanding of how to recognise and analyse the impact of implicit symbolism in texts.</p> <p>Students' writing skills will be focused on the art of rhetoric. Students will be introduced to the Aristotelian triad and use this, in addition to their study of Orwell's allegory, to explore how language can be used to manipulate and apply these skills to their own speeches.</p>	<p><b>I am Fortune's Fool</b>  <b>Core text:</b> 'Romeo and Juliet' by William Shakespeare  <b>Writing focus:</b> point of view and letter writing</p> <p>In the final term of year 8, students will revisit Shakespeare's work through the study of 'Romeo and Juliet'. Students will draw on their understanding of the comedic structure from year 7, in addition to being introduced to the conventions of Shakespearean tragedy ahead of the study of 'Macbeth' in year 9. Students will focus on the different types of literary conflict and how this is used to build tension, engage audiences and conform to audience's expectations of genre.</p>

	<ul style="list-style-type: none"> <li>• Considering how writing reflects the audiences and purposes for which it was intended.</li> <li>• Selecting vocabulary, grammar and structure to improve coherence and overall effectiveness.</li> </ul> <p>Students will build on their work on crafting writing with a viewpoint in terms 2 and 3, learning how to utilise rhetoric to manipulate their audience and secure understanding of letter writing. Drawing on their work on exposition and setting from Year 7, students will develop their descriptive writing skills by focusing on crafting effective mood and atmosphere in their writing.</p>	<p>create personification and the use of nouns and verbs to create sensory imagery. As this unit enables students to develop an understanding of the conventions of ghost stories, students will also develop a deeper understanding of the methods writers use to create tension and suspense in their writing: a core, transferable skill for their own creative writing and appreciation of narrative structure.</p>		
Mathematics	<p><b><u>Number topics students will-</u></b> develop a greater understanding of using a proficient method for using the four operations, including decimals. They will be able to use rounding techniques to make accurate estimations of a range of number questions and will be able to relate these everyday real-life usage.</p> <p><b><u>Geometry and measures topics students will-</u></b></p>	<ul style="list-style-type: none"> <li>• Ratio and scale</li> <li>• Multiplicative change</li> <li>• Multiplying and dividing fractions</li> <li>• Working in the Cartesian plane</li> <li>• Representing data</li> <li>• Probability</li> </ul>	<ul style="list-style-type: none"> <li>• Brackets, equations and inequalities</li> <li>• Sequences</li> <li>• Indices</li> <li>• Fractions and percentages</li> <li>• Standard form</li> <li>• Number sense</li> </ul>	<ul style="list-style-type: none"> <li>• Angles in parallel lines and angles in polygons</li> <li>• Area and perimeter of a range of quadrilaterals.</li> <li>• Area and circumference of circles.</li> <li>• Transformations- reflection, rotation, symmetry and translations.</li> </ul>

	<p>be able to find the area and perimeter of a range of different shapes and be able to recall the formulae for each shape including circles. They will be able to understand each of the transformation rules and transfer this to begin to describe transformation using the appropriate language.</p> <p><b><u>Algebra topics students will-</u></b> become confident in forming and solving a range of different equations. They will be able to extend this by substituting values when constructing both linear and quadratic graphs.</p> <p><b><u>Ratio and proportion topics students will-</u></b> understand clearly the difference between ratio and proportion and use this to solve a range of worded problems to do with recipes and direct/inverse proportion.</p> <p><b><u>Statistics topics students will-</u></b> be able to use a range of different statistical diagrams to both process and represent data. Students will be able to understand the basics of probability, relating to real life scenarios.</p>			<ul style="list-style-type: none"><li>• Statistical diagrams and averages.</li></ul>
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	<p><b>Resources</b>  <a href="https://vle.mathswatch.co.uk">https://vle.mathswatch.co.uk</a></p>			
Science	<p><b><u>Pupils in year 8 will...</u></b>  develop greater scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics studied in year 7.</p> <p>develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them building on from modules studied in year 7.</p> <p>be equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.</p> <p><b><u>Resources</u></b>  Useful web-link for an online textbook you may find handy for revision/additional guidance:  Year 8: Textbook Science Works 2  ISBN 978-0-19-915250-6 Link  <a href="https://drive.google.com/file/d/0B4Le0ZB-tgW0ZmZRRXRrVTVwMnc/view">https://drive.google.com/file/d/0B4Le0ZB-tgW0ZmZRRXRrVTVwMnc/view</a></p>	<p>Pupils will study the following 3 topics in order in the autumn term (Biology, Physics and Chemistry). Pupils will be given a 45-minute test after each module studied to track their progress.</p> <p><b><u>Periodic Table</u></b> - Pupils knowledge will build from what they learnt in year 7 [Module: Elements] to include recapping elements and compounds, understanding how elements are arranged in the table, the alkali metals, the noble gases, halogens, oxides across a group, testing gases, vital non-metals, the magic of silicon, discovery of the periodic table and researching elements.</p> <p><b><u>Respiration</u></b> - Pupils will use their understanding from the topic of cells studied in year 7 to understand this topic in greater depth, in particular aerobic and anaerobic respiration.</p> <p>Pupils will be taught the structure of the lungs, mechanisms of breathing, gas exchange in the alveoli, smoking, asthma, exercise and the lungs</p>	<p>Pupils will study the following 3 topics in order in the autumn term (Biology, Physics and Chemistry). Pupils will be given a 45-minute test after each module studied to track their progress.</p> <p><b><u>Chemical Reactions</u></b> - Pupils will use their knowledge from the topic periodic table studied last term to enrich their understanding of chemical reactions.</p> <p>Pupils, in this topic will be taught how to identify a chemical reaction has taken place, how mass is conserved in reactions, combustion reactions, word and chemical equations, thermal decomposition, metal reactions, using carbon to extract metals, displacement reactions, endothermic and exothermic reactions, and catalysts.</p> <p><b><u>Nutrition</u></b> - Pupils will be taught about the digestive system structure, the journey that food takes through the system, enzymes including a practical to investigate how they work, food</p>	<p>Pupils will study the following 3 topics in order in the autumn term (Biology, Physics and Chemistry). Pupils will be given a 45-minute test after each module studied to track their progress.</p> <p><b><u>Earth and Atmosphere</u></b> - Pupils will learn about the structure of the earth, volcanoes, igneous rocks, sedimentary rocks, how fossils are found, metamorphic rocks, the rock cycle, materials found from the Earth, our atmosphere, the carbon cycle, global warming, and recycling.</p> <p><b><u>Electricity and Magnetism</u></b> - Pupils will be taught how electricity is used, series and parallel circuits, voltage, resistance, static electricity, magnets, electromagnets including investigating them and how electricity is generated.</p> <p><b><u>Keeping Healthy</u></b> - Pupils will be taught about different microbes, our bodies natural defences, how we can avoid microbes, vaccination, antibiotics, stem cells, and how drugs</p>

		<p>investigation, aerobic respiration, anaerobic respiration investigation, and fermentation.</p> <p><b>Universe</b> - Pupils will learn about the solar system and what it is made up of. They will learn about galaxies, stars, day and night, changing seasons, and the moon.</p>	<p>testing, RDAs, imbalances in the diet, and the importance of bacteria in the diet.</p> <p><b>Waves</b> - Pupils will be introduced to waves and have already learnt about energy in year 7. Pupils will be taught about the concept of light, how pinhole cameras work, the eye, photosensitive materials, reflection, refraction, how lenses work to focus light, how a prism works, how sound travels, amplitude, frequency, and pressure waves.</p>	<p>can affect the body. This will enhance pupils' understanding next year when they study B1 - Keeping healthy in year 9, autumn term.</p>
P.E.	<p><b>Teaching Content:</b> Following on from the year 7 curriculum, year 8 students will develop their understanding on the following. Students will be taught to:</p> <ul style="list-style-type: none"> <li>- use running, jumping, throwing and catching in isolation and in combination.</li> <li>- play in competitive games, modified if appropriate and to apply basic principles suitable for attacking and defending.</li> <li>- Develop flexibility, strength, technique, control and balance.</li> <li>- perform dances using a range of movement patterns,</li> </ul>	<p><b>Autumn Term:</b></p> <p>Football</p> <p>Handball (Boys)</p> <p>Netball (Girls)</p> <p>Basketball</p> <p>Gymnastics</p>	<p><b>Spring Term:</b></p> <p>Badminton</p> <p>Handball (Girls)</p> <p>Hockey (Boys)</p> <p>Rugby (tag if necessary)</p> <p>Health Related Fitness / Outdoor Adventurous Activities</p>	<p><b>Summer Term:</b></p> <p>Athletics (field and track events)</p> <p>Softball</p> <p>Rounders</p> <p>Cricket</p> <p>Tennis</p>

	<ul style="list-style-type: none"> <li>- to take part in outdoor and adventurous activities,</li> <li>- compare performances with previous ones and demonstrate improvements to achieve personal best.</li> </ul>			
PSHCE	<p>All units will fall into the 3 categories below for KS3:</p> <ol style="list-style-type: none"> <li>1. Health and Wellbeing including Drugs education</li> <li>2. Living in the Wider World</li> <li>3. Relationships including Sex education (SRE)</li> </ol> <p>PSHCE helps students to develop the knowledge, skills and characteristics they need to manage their lives, now and in the future. Preparing them for life and work in modern Britain.</p> <p>In their lessons student's complete topic specific 'My Progress' sheets and work towards their end of year target grades.</p>	<p><b>Lesson time:</b></p> <p>Drugs &amp; Alcohol</p>	<p><b>Lesson time:</b></p> <p>RSE Relationship &amp; Sex Education</p>	<p><b>Lesson time:</b></p> <p>Careers / Mindset</p> <p>Crime and Law</p>
		<p><b>Personal Development (Form time):</b></p> <p>Health &amp; Wellbeing</p> <p>Rights &amp; responsibilities</p>	<p><b>Personal Development (Form time):</b></p> <p>Relationships</p> <p>Mental Health</p>	<p><b>Personal Development (Form time):</b></p> <p>Health &amp; wellbeing</p> <p>Families</p> <p>Finance</p>
Careers	<p>Students will develop knowledge, skills and attitudes through a planned program of activities which will assist all students to make informed decisions about their study and/or work options and enable effective participation in their working life.</p>	<p><b>Careers (Form time):</b></p> <p>Exploring different job roles</p> <p>Are work &amp; school so different?</p> <p>What you want from work</p> <p>Job families</p> <p>Being assertive</p> <p>Understanding careers</p>	<p><b>Careers (Form time):</b></p> <p>Exploring different job roles</p> <p>Exploring beliefs about work</p> <p>Budgeting</p> <p>Decision making</p>	<p><b>Careers (Form time):</b></p> <p>Exploring different job roles</p> <p>Skills building</p> <p>A 'can do' attitude.</p> <p>Hidden roles in business</p> <p>Looking ahead</p>

<p>Computer Science</p>	<p>Students will learn how to program in Small Basic and Visual Basic, introducing the fundamental techniques of software design.</p> <p>Students will have an introduction to data representation, looking at the binary number system and how it is used to represent data.</p> <p>Students will have an introduction to boolean logic.</p> <p>Students will undertake creative projects using Adobe Photoshop and audio editing applications.</p>	<p>Autumn 1 - Small Basic Programming. Students will have an introduction to textual programming in Small Basic. They will cover input/output, variables, arithmetic operators, and selection statements.</p> <p>Autumn 2 - Sound. Students will edit audio using Audacity. We will create radio adverts, edit interviews, and create podcast elements.</p>	<p>Spring 1 - Spreadsheets &amp; Databases. Students will learn how to build and manipulate spreadsheets &amp; databases using Microsoft Excel &amp; Access.</p> <p>Spring 2 - Visual Basic. Students will develop their programming ability to create form-based programs in Visual Basic.</p>	<p>Summer 1 - Binary &amp; Logic. Students will be introduced to the binary number system and how it is used to represent data in computers. They will convert numbers from binary to decimal and back. They will also have an introduction to boolean logic. We will look at the AND, OR, and NOT logic gates and how they can be used.</p> <p>Summer 2 - Photoshop. Students will be introduced to Adobe Photoshop. They will complete various graphic design projects.</p>
<p>Geography</p>	<p><b>Is the world a dangerous place?</b></p> <p>The topic considers different geological hazards and the threats they create. Students will investigate the importance of wealth, magnitude frequency, population density and resilience. Tectonic hazard case studies are used to discover the varying impacts and responses to earthquakes and volcanoes. Building on concepts introduced via global issues in Year 7 such as the links between earthquakes and disease.</p>	<p>Autumn Term 1</p> <p><b>Is the world a dangerous place?</b></p> <p>What's happening beneath our feet? (layers of the earth)</p> <p>What happens at plate boundaries? (constructive, destructive, collision and conservative)</p> <p>What do we know about earthquakes? (causes and impacts)</p> <p>How can we respond to earthquakes? (earthquake proof buildings)</p> <p>Why do Tsunamis occur? (Japan case studies)</p> <p>What do we know about volcanoes? (Iceland case study)</p>	<p>Spring Term 1</p> <p><b>What is economy and industry?</b></p> <p>What is the economy like? (different industry sectors)</p> <p>Are TNCs a help or a hindrance? (pros and cons of industry)</p> <p>Where is the best place to site a factory? (decision making exercise)</p> <p>What is the Clark Fisher Model? (stages of development)</p> <p>Why is globalisation accelerating? (development changes)</p> <p>How does globalisation change culture? (global brands)</p> <p>How globalised are you? (the impact of globalisation on our lives)</p>	<p>Summer Term 1</p> <p><b>How is Asia being transformed?</b></p> <p>What is Asia's population like? (challenges of population growth)</p> <p>How does Japan compare to Afghanistan (HIC vs. LIC comparison)</p> <p>Where are Asia's megacities? (growth of NEEs)</p> <p>What is Tokyo like? (urban growth and change)</p> <p>What is it like to work in a sweatshop? (the pros and cons of TNCs)</p> <p>Why is Thailand a popular tourist destination? (development of the tourist industry)</p>

	<p><b>What happens when the land meets the sea?</b> This topic further inspires awe and wonder in the world of coastal processes. Building on key concepts introduced via rivers in Year 7 such as erosion and deposition. Students gain further understanding of the formation of physical features and create an understanding of how humans can protect coastal environments via hard and soft engineering linking again with climate change and global issues.</p> <p><b>What is the economy and industry?</b> Economic geography provides students with an opportunity to make multiple cross curricular links within a topic which emphasises the value of Geography as a subject. Further developing an understanding of current affairs and global development via real world examples; students will consider change within the UK and further afield over differing spatial scales.</p> <p><b>What is development?</b> This topic allows students to study patterns of development over</p>	<p>Why do people live in dangerous areas? (costs and benefits)</p> <p>Autumn Term 2 <b>What happens when the land meets the sea?</b> What happens when the land meets the sea? (introducing coastal landscapes) What shapes our coastline? (erosion and transportation) What forms of erosion take place at the coast? (formation of erosional landforms) How does transportation and deposition change coastal landscapes? (formation of depositional landforms) What defences can be used to protect the coast? (hard and soft engineering?) What are the threats to the coastline? (coastal flooding and erosion case study) How important is tourism to North Norfolk? (Hunstanton case study)</p>	<p>Spring Term 2 <b>What is development?</b> What is development? (development indicators) How can we measure development? (comparison of HIC/NEE/LIC) How do countries differ around the world? (differing rates of development) What is the Brandt line? (North/South divide) How is India developing? (the gap between rich and poor) What is life like in undeveloped countries? (slums investigation) How could slums be developed? (decision making exercise) The Trade Game</p>	<p>How hazardous is Asia? (tropical storms, flooding, tectonics)</p> <p>Summer Term 2 <b>How does ice change the landscape?</b> How does ice change the world? (what is a glacier?) How do glaciers change a landscape? (erosional processes) How are landscapes shaped by glacial deposition? (depositional landforms) Why are avalanches so destructive? (causes and effects) How do we know the Lake District was glaciated? (past glaciated environments) How did Snowdonia become a glaciated landscape? (glacier formation) How do people use glaciated landscapes? (tourism) How can we manage glaciated landscapes? (strategies and decision-making exercise) How are glaciated landscapes impacted by climate change? (future for glaciated landscapes)</p>
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	<p>different spatial scales. Measuring economic, social and political factors to understand the human and physical geographical causes and consequences of varying levels of global development.</p> <p><b>How is Asia being transformed?</b></p> <p>Asia is the largest of the world's continents, and home to the world's oldest civilizations. Students will develop an understanding of how India is a globally significant place and home to a diverse range of landscapes and environments building on the previous country case studies. Students will tackle misconceptions of India, China, Afghanistan and Japan when improving knowledge of physical features, biomes and population management.</p> <p><b>How does ice change the landscape?</b></p> <p>This topic provides an opportunity to study a concept beyond the local area to inspire awe and wonder. Building on the key geographical processes of coasts and rivers from Year 7 and 8,</p>			
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	<p>glaciers are also a key indicator of climate change.</p> <p>In all topics students will collect data and communicate findings in different ways; sketches, maps, graphs and writing at length.</p>			
History	<p>Students will extend their history skills. The assessment focus for year 8 is on how far do you agree?</p> <p>Students will study:</p> <ul style="list-style-type: none"> <li>● ideas, political power, Industrial Revolution</li> <li>● Reasons why it started</li> <li>● Developments in transport</li> <li>● Factories</li> <li>● Conditions</li> <li>● Treatment of the poor - workhouses industry and empire: Britain, 1745-1900</li> <li>● challenges for Britain, Europe and the wider world 1901 to the present day</li> </ul> <p>Meanwhile, elsewhere homework will continue to develop students understanding of different societies.</p>	<p>Autumn term 1:</p> <p><u>The Stuarts</u></p> <ul style="list-style-type: none"> <li>● James I</li> <li>● Gunpowder plot</li> <li>● Causes of the civil war</li> <li>● Events of the civil war</li> <li>● Trial and execution of Charles I</li> <li>● Cromwell</li> <li>● Witches</li> <li>● Great Fire of London</li> <li>● Evaluation of Stuart monarchs</li> </ul> <p>Autumn term 2:</p> <p><u>Empire</u></p> <ul style="list-style-type: none"> <li>● Why Britain had an empire</li> <li>● Experience of the slave trade</li> <li>● Triangular Trade</li> <li>● Middle passage</li> <li>● Resistance</li> </ul>	<p>Spring term 1:</p> <p><u>Complete Empire</u></p> <p><u>Industrial Revolution</u></p> <ul style="list-style-type: none"> <li>● Reasons why it started</li> <li>● Developments in transport</li> <li>● Factories</li> <li>● Conditions</li> <li>● Treatment of the poor - workhouses</li> <li>● Abolition of slavery</li> <li>● Protest</li> </ul>	<p>Summer term 1</p> <p><u>Complete Industrial Revolution</u></p> <p>Summer term 2:</p> <p><u>Votes for women</u></p> <ul style="list-style-type: none"> <li>● 'ideal' woman</li> <li>● suffragists</li> <li>● suffragettes</li> <li>● female campaigners</li> <li>● Emily Wilding Davison</li> </ul>

	Opportunities for local studies will be made available through different units of study.			
French	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● Listen for a variety of purposes</li> <li>● Ask and answer questions to gather information</li> <li>● Initiate and sustain conversations</li> <li>● Adapt previously learned language</li> <li>● Use picture stimuli to generate a conversation</li> <li>● Reading for a variety of purposes</li> <li>● Apply grammar in writing</li> <li>● Use a range of vocabulary and structures</li> <li>● Redraft to improve writing</li> <li>● Use more complex language</li> <li>● Translate into English</li> <li>● Translate into French</li> <li>● Compare experiences</li> <li>● Use a variety of tenses for interest and complexity</li> </ul>		<p>Theme: Là où j’habite (Where I live)</p> <ul style="list-style-type: none"> <li>● Talking about your town/village</li> <li>● Giving directions</li> <li>● Talking about where you go</li> <li>● Asking someone to go somewhere</li> <li>● Saying what you can do in town</li> </ul>	<p>Theme: 3 . .2 . .1 Partez! (Holidays)</p> <ul style="list-style-type: none"> <li>● Talking about your holidays</li> <li>● Talking about getting ready to go out</li> <li>● Buying drinks and snacks</li> <li>● Talking about holiday plans</li> <li>● Saying what you would like to do</li> </ul> <p>Theme: T’es branché (Leisure)</p> <ul style="list-style-type: none"> <li>● Talking about television programmes</li> <li>● Talking about films</li> <li>● Talking about reading</li> </ul>
German	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● Understand the pronunciation of key phonic sounds</li> <li>● Listen and read for a range of purposes</li> </ul>	<p>Theme: Freizeit - juhu! (Free time)</p> <ul style="list-style-type: none"> <li>● Talking about which sports you play</li> <li>● Talking about leisure activities</li> </ul>	<p>Theme: Schule ist klasse! (School)</p> <ul style="list-style-type: none"> <li>● Talking about school subjects</li> <li>● Talking about days and time</li> <li>● Describing your teachers</li> </ul>	

	<ul style="list-style-type: none"> <li>● Speak with accurate pronunciation and intonation</li> <li>● Ask and answer questions</li> <li>● Adapt previously learned language</li> <li>● Use picture stimuli to generate a conversation</li> <li>● Write short sentences/paragraphs for a variety of purposes including connective, intensifiers and a range of vocabulary and structures</li> <li>● Translate into English</li> <li>● Translate into German</li> </ul>	<ul style="list-style-type: none"> <li>● Talking about how often you do activities</li> <li>● Talking about mobiles and computers</li> </ul> <p>Theme: Schule ist klasse! (School)</p> <ul style="list-style-type: none"> <li>● Talking about school subjects</li> <li>● Talking about days and time</li> <li>● Describing your teachers</li> <li>● Talking about school facilities and rules</li> <li>● Understanding longer reading texts</li> <li>● Talking at length about a topic</li> </ul>	<ul style="list-style-type: none"> <li>● Talking about school facilities and rules</li> <li>● Understanding longer reading texts</li> <li>● Talking at length about a topic</li> <li>● Future Tense</li> <li>● Perfect Tense</li> </ul>	
Art	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● Explore a range of material and ideas.</li> <li>● Draw from observation.</li> <li>● Use the formal elements to describe artwork.</li> <li>● Analyse works of art using the formal elements.</li> <li>● Understand why artist make art.</li> <li>● Understand more about current affairs.</li> <li>● Evaluate their own work and recognise ways to develop or improve.</li> </ul>	<p>Theme: Portrait - “Weirdly Wonderful Characters”</p> <p>Students will research Surrealism and look at the three key themes the Surrealists explore. They will specifically look at the work of Max Ernst and Hannah Hock and respond by creating a collage that they will develop into a drawing. In preparation for their drawing they will practice mark making with pen to create texture and tone. These will be applied to their final drawing of a Weirdly Wonderful Character.</p>	<p>Theme: Portrait - “Why am I blue?”</p> <p>Students look at the work of Edvard Munch and explore how colour conveys emotion or mood. They build on their understanding of colour theory and experimenting with drawing materials. They will then transfer these skills into paint where they will create a large-scale self-portrait in the style of the expressionists.</p>	<p>Theme: Landscape “Slum House City”</p> <p>Students will look in to improvise housing in poverty struck areas of the world. They will consider why people are forced into these circumstances and how they manage to build shelter. They will look at the artist Eric Cremers who creates sculptures of the Rio Flavelas and use perspective drawings to design their own slum house using found materials. They will be given limited fake currency to spend on their building and look at the social behaviour exhibited in the</p>

				lesson when forced under restrictions.
Design Technology	<p>The End of year goals for DT are that pupils are able to:</p> <p>1) Develop their understanding of using research and references to design with/from,</p> <p>2) choose the correct tools for a design and make task, including computers for manufacture.</p> <p>3) understand H&amp;S when carrying out a practical task and why,</p> <p>3) understand different material properties and characteristics</p> <p>4) analyse, test and evaluate their work.</p> <p>DT will use a rotation system between DT, Engineering and Food Technology this year. In each rotation pupils will complete projects which demonstrate different skills that can be reflected in different careers.</p> <p>Yr7 &amp; 8 rotations will be ½ of an academic year (13 weeks) and cover 3</p>	<p><b><u>DT</u></b>  <b>Intent: To develop understanding of design and make skills, safe working practices and their making skills using computers to design and make outcomes.</b></p> <p><b>In DT the first project</b> will be designing and making a desk tidy with a mobile phone holder included. The project will extend and develop pupils knowledge and understanding of working in wood by introducing different types of wood joints and using CAD/CAM.</p> <p><b>In DT the second project</b> will be a 3d CAD project. Pupils will work through a series of tasks using Google Sketch Up developing skills that can be applied to KS4 and as Aim Higher tasks in Yr8 and 9</p> <p><b>In DT the third project</b> will be a programmable components project. Pupils will use BBC microbits and create a robot that will perform a number of tasks such as line following and drawing. This will extend pupils understanding of manufacture by</p>	<p><b><u>Engineering</u></b>  <b>Intent: To develop pupils understanding of design themes, safe working practices with tools, tolerances and different materials such as metal and manufactured board.</b></p> <p><b>In Engineering the first project</b> will be a Pop Art picture frame. This project will develop pupils knowledge and understanding of using laminating additional layers and heat bending acrylic and will focus on the theme of Pop Art as a design reference.</p> <p><b>In Engineering the second project</b> will be to design and make a Wind chime: Pupils will learn about the properties of metals, how to manufacture with them and the H&amp;S to deal with them safely. After a period of designing by using CAD/CAM, pupils will create their own wind chime. The focus will be how we use tolerances in manufacture.</p> <p><b>In Engineering the third project</b> will be an architecture project where pupils will have the opportunity to</p>	<p><b><u>Food Technology:</u></b>  <b>Intent: Pupils will understand and apply the principles of nutrition and healthy living, cook a range of healthy savoury dishes to able to feed themselves and to become competent in a range of cooking techniques.</b></p> <p>Pupils will do this by completing a series of dishes including:</p> <p>Pizza  Samosas  Fruit Muffins  Focaccia Pugliese  Victoria Sponge  Rainbow Chicken  Lasagne  Butterfly Cakes  Sausage Rolls  Checkerboard Biscuits  Yule Log</p>

	projects each, whilst Yr9 will cover 2 project.	introducing programmable components designed to do specific functions.	design and build their own designer house. Pupils will develop their knowledge and skills to model and build realistic models in MDF using rendering, CAD/CAM, proportion and design themes.	
Performing Arts	<p>By the end of Year 8 pupils should be able to:</p> <p><b>Creating</b> Work confidently with a wide range of pupils in the class. Use drama techniques to shape their own work.</p> <p><b>Present</b> Experiment with different voices and movement and production skills. Control movement and voice and present clearly in front of others.</p> <p><b>Responding</b>  Discuss themes or issues in Performing Arts work.</p>	<p><b><u>Collaborative playwriting</u></b></p> <p>The focus this term is on the creation of a final product using Verbatim theatre.</p> <p>Students focus on creating dramas, using a range of explorative strategies from this tyle.</p> <p>Role on the wall, character development and research all form an important part of the creation of their original scripted verbatim piece created.</p> <p>Students present their created artefacts/outcomes through a short workshop.</p>	<p><b><u>Romeo and Juliet</u></b></p> <p>The focus of this term is to look at interpretation of texts. Different versions of R and J will be compared and contrasted.</p> <p>Students investigate the various roles and responsibilities involved in staging such a production from an actor, director and designer approach.</p>	<p><b><u>Theatre In Education</u></b></p> <p>Students will learn how to create a devised piece of theatre and respond to a brief.</p> <p>The focus will be on creating a piece of Theatre in Education. Students will look at creating and evaluating a piece of theatre that aims to educate the audience.</p> <p>They will learn how to write short scripted dramas using the correct scripted techniques in pairs/small groups and present their scenes to the rest of the group.</p> <p>They can choose a specific pathway such as set design, props, lighting, sound or acting.</p> <p>This will be done through a workshop reading presentation. Students can</p>

	Reflect on work thoughtfully and use correct terminology.			use simple design such as lighting, set, props to enhance their scenes for delivery.  We will encourage students to take pride in both the log book presentation and their reading for performance presentation.
Music	<p>In year 8 students will gain knowledge in;</p> <ul style="list-style-type: none"> <li>● Reading treble and bass clef notation,</li> <li>● Reading and writing chords using musical notation,</li> <li>● Creating a chord structure,</li> <li>● Using musical software,</li> <li>● Creating melody that is diatonic and matches chords,</li> <li>● How to manipulate musical elements to create mood,</li> <li>● How to develop musical ideas.</li> <li>● Musical structures and structural conventions.</li> </ul>	<p><b>GROUND BASS</b> <b>Half term - performance</b> The first half term of this module will focus on group performance skill; We will revise and develop the students' understanding of bass and treble clef while also building on their group performance skill and ability to read music from treble and bass staves. Students will be learning to play 'Canon' by Pachelbel and explore group performance and how to layer different performance parts together. Students will be assessed on their accuracy and expression as well as the difficulty of their performance part.</p>	<p><b>BLUES - Composition</b> Students will look at the history and context that led to the development of Blues music. They will learn about creating chords and playing the 12-bar chord pattern. They will explore creating a 3-part texture and writing lyrics in a Blues style and using a specific AAB lyrics structure.  Students will work in groups to create a composition in a Blues style and will be assessed on their response to the set brief, their use and development of harmony and texture and the structure and fluency of their composition.</p>	<p><b>KEYBOARD SKILLS 2 - Performance.</b> Students will recall and build upon previous knowledge regarding the identification of notes on the treble and bass clef.  The students will learn to play a wider variety of rhythms from staff notation and perform music that spans the treble and the bass clef.  <b>SUMMER SONGS - Composition</b> In this module students will listen to a variety of song styles and learn about their structures and textures. They will then go on to compose summer songs paying particular attention to:</p>

	<p>Students will be applying and strengthening this knowledge through practical composition and performance skill related tasks.</p>	<p><b>GROUND BASS</b>  <b>Half term - composition</b>          In the second half term studying Ground Bass students will use the layering skills used in Canon to create a composition.</p> <p>This will be fully notated and assessed on their response to the set brief. We will explore the use and development of harmony and texture, as well as how to ensure clarity of structure and fluency in their composition.</p>	<p><b>Curriculum Link - History at the start of year 9.</b></p> <p><b>CHORDS AND MELODY - Composition</b>          Students will extend their knowledge of chords and learn how to create a chord structure using tonic, subdominant and dominant triads. They will also be introduced to minor chords. They will learn how to create a simple melody line that matches the chords and learn how to use music notation software to aid composition. They will also use basic structural devices to create a balanced and fluent composition. Students will be assessed on their response to the set brief, their use and development of harmony and texture and the structure and fluency of their composition.</p>	<ul style="list-style-type: none"> <li>● Using chord structures</li> <li>● Using a verse chorus structure</li> <li>● Including layers (melody, chords, bass, rhythm).</li> <li>● Ensuring lyrics scan and are on theme.</li> </ul>
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