

Year 8 Curriculum map 2020/2021

Subject	Objectives/End of year goals	Autumn	Spring	Summer
English	<p>Reading - We seek to help pupils develop an appreciation and love of reading, reading a wide range of fiction and non-fiction including a wide coverage of genres including whole books, short stories, poems and plays. They will critically read and understand how language, vocabulary choice, grammar, text structure and organisational features.</p> <p>Writing Pupils need to write accurately, fluently, effectively and at length and for a wide range of purposes and audiences, including but not limited to:</p> <ul style="list-style-type: none"> • Essays • Stories, scripts, poetry and other imaginative writing • a range of other narrative and non-narrative texts <p>Students will structure their writing and select the appropriate form. They will plan, draft, edit and proof-read, considering how writing reflects the audiences and purposes for which it was intended.</p>	<p>We shall Never Surrender</p> <p>Text Focus - The boy in the Striped Pyjamas</p> <p>Students will read and analyse characters themes and settings of the novel with particular attention paid to context and human rights.</p> <p>Reading Assessment</p> <p>A comparison of Bruno’s and Shmuel’s journeys to Auschwitz.</p> <p>Writing Assessment</p> <p>Writing the opening of a narrative using the key technique of symbolism</p>	<p>Hope is the only thing stronger than fear</p> <p>Text focus - Noughts and Crosses (play version)</p> <p>Students read and analyse characters, themes and settings, with a particular focus on British values such as fairness, equality and the Rule of Law.</p> <p>Reading Assessment</p> <p>Writing Assessment</p>	<p>Some are more equal than others</p> <p>Text Focus - Animal Farm</p> <p>Students will read and analyse this modern classic, looking at plot development, character action while focusing on the techniques of allegory and symbolism throughout the text</p> <p>Reading Task</p> <p>Analysis of chapter 9 - focused in the tension created around Boxer’s departure from the farm.</p> <p>Writing Task</p> <p>Planning and writing a speech about a utopian dream (using Major’s speech in Chapter 1 and Squealer’s use of rhetoric)</p>

	Choose and perfect the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness.			
Mathematics	<p><u>Number topics students will-</u> 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><u>Geometry and measures topics students will-</u> 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><u>Algebra topics students will-</u> 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>Ratio and scale</p> <p>Multiplicative change</p> <p>Multiplying and dividing fractions</p> <p>Working in the Cartesian plane</p> <p>Representing data</p> <p>Probability</p>	<p>Brackets, equations and inequalities</p> <p>Sequences</p> <p>Indices</p> <p>Fractions and percentages</p> <p>Standard form</p> <p>Number sense</p>	<p>Angles in parallel lines and angles in polygons</p> <p>Area and perimeter of a range of quadrilaterals. Area and circumference of circles.</p> <p>Transformations- reflection, rotation, symmetry and translations.</p> <p>Statistical diagrams and averages.</p>

	<p><u>Ratio and proportion topics students will-</u> 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><u>Statistics topics students will-</u> 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> <p><u>Resources</u> https://vle.mathswatch.co.uk</p>			
Science	<p><u>Pupils in year 8 will...</u> 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</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><u>Periodic Table</u> - Pupils knowledge will build from what they learnt in year 7 [Module: Elements] to include recapping elements and compounds, understanding how elements are</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><u>Chemical Reactions</u> - Pupils will use their knowledge from the topic periodic table studied last term to enrich their understanding of chemical reactions.</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><u>Earth and Atmosphere</u> - Pupils will learn about the structure of the earth, volcanoes, igneous rocks, sedimentary rocks, how fossils are found, metamorphic rocks, the rock</p>

	<p>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><u>Resources</u> 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 https://drive.google.com/file/d/0B4Le0ZB-tgWOZmZRRXRrVTVwMnc/view</p>	<p>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><u>Respiration</u> - 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 investigation, aerobic respiration, anaerobic respiration investigation, and fermentation.</p> <p><u>Universe</u> - 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>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><u>Nutrition</u> - 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 testing, RDAs, imbalances in the diet, and the importance of bacteria in the diet.</p> <p><u>Waves</u> - 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>cycle, materials found from the Earth, our atmosphere, the carbon cycle, global warming, and recycling.</p> <p><u>Electricity and Magnetism</u> - 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><u>Keeping Healthy</u> - Pupils will be taught about different microbes, our bodies natural defences, how we can avoid microbes, vaccination, antibiotics, stem cells, and how drugs can affect the body. This will enhance pupils' understanding next year when they study B1 - Keeping healthy in year 9, autumn term.</p>
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P.E.	<p>Teaching Content: 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"> - use running, jumping, throwing and catching in isolation and in combination. - play in competitive games, modified if appropriate and to apply basic principles suitable for attacking and defending. - Develop flexibility, strength, technique, control and balance. - perform dances using a range of movement patterns, - to take part in outdoor and adventurous activities, - compare performances with previous ones and demonstrate improvements to achieve personal best. - 	<p>Autumn Term (half term 1):</p> <p>Summer sports catch-up</p> <p>Rounders</p> <p>Cricket</p> <p>Softball</p> <p>Athletics</p> <p>Autumn Term (half term 2):</p> <p>Rugby (tag rugby if necessary)</p> <p>Handball (Boys)</p> <p>Netball (Girls)</p> <p>Basketball</p> <p>Gymnastics</p>	<p>Spring Term:</p> <p>Badminton</p> <p>Handball (Girls)</p> <p>Hockey (Boys)</p> <p>Football</p> <p>Health Related Fitness / Outdoor Adventurous Activities</p>	<p>Summer Term:</p> <p>Athletics (field and track events)</p> <p>Softball</p> <p>Rounders</p> <p>Cricket</p>
PSHCE	All units will fall into the 3 categories below for KS3:	<p>Lesson time:</p> <p>Drugs & Alcohol</p>	<p>Lesson time:</p> <p>RSE Relationship & Sex Education</p>	<p>Lesson time:</p> <p>Careers / Mindset</p>

	<p>1. Health and Wellbeing including Drugs education</p> <p>2. Living in the Wider World</p> <p>3. Relationships including Sex education (SRE)</p> <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>			Crime and Law
		<p>Personal Development (Form time):</p> <p>Health & Wellbeing</p> <p>Rights & responsibilities</p>	<p>Personal Development (Form time):</p> <p>Relationships</p> <p>Mental Health</p>	<p>Personal Development (Form time):</p> <p>Health & 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>Careers (Form time):</p> <p>Exploring different job roles</p> <p>Are work & school so different?</p> <p>What you want from work</p> <p>Job families</p> <p>Being assertive</p> <p>Understanding careers</p>	<p>Careers (Form time):</p> <p>Exploring different job roles</p> <p>Exploring beliefs about work</p> <p>Budgeting</p> <p>Decision making</p>	<p>Careers (Form time):</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>
Computer Science	<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</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>Spring 1 - Databases. Students will learn how to build and manipulate databases using Microsoft Access.</p> <p>Spring 2 - Binary & Logic. Students will be introduced to the binary number system and how it is used to represent data in computers. They</p>	<p>Summer 1 - Cyber Security. Students will have an introduction to cyber security looking at malware, social engineering techniques, and how to prevent cyber security attacks.</p> <p>Summer 2 - Visual Basic. Students will develop their programming ability to</p>

	<p>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 have an introduction to cyber security threats and how to avoid them</p> <p>Students will undertake creative projects using web development and audio editing applications.</p>	<p>Autumn 2 - Sound. Students will edit audio using Audacity. We will create radio adverts, edit interviews, and create podcast elements.</p>	<p>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>create form-based programs in Visual Basic.</p>
Geography	<p>What challenges and opportunities arise from global issues?</p> <p>The topic tackles human impacts on society via health, crime and conflict geography alongside human impacts on the environment via climate change, plastic oceans and Antarctica. Developing their responsibility as a global citizen, and their understanding of the scale of the impact of humanity on the environment. Introducing the key concept of sustainability which underpins many topics in Geography.</p> <p>What happens when the land meets the sea?</p>	<p>Autumn Term 1</p> <p>What challenges and opportunities arise from Global Issues? (Physical)</p> <p>What is the evidence for climate change? (historical evidence and the greenhouse effect)</p> <p>What are the effects of climate change? (global impacts)</p> <p>How does plastic impact upon the environment? (decomposition times)</p> <p>Why is it important to solve plastic problems? (plastic in the oceans)</p> <p>How does climate affect our oceans? (ocean acidification and coral bleaching)</p> <p>Where has the sea gone? (investigating the disappearance of the Aral Sea)</p>	<p>Spring Term 1</p> <p>What is economy and industry?</p> <p>What's happening down on the farm? (primary industry)</p> <p>What are the types of farming? (arable and pastoral)</p> <p>How to make money from food? (commercial farming)</p> <p>How has farming changed? (developing industries)</p> <p>How far has your food travelled? (food miles and carbon footprints)</p> <p>Are cash crops a cost or a benefit? (Kenya case study)</p> <p>Why is manufacturing all about choosing the right site? (Siting a secondary industry)</p> <p>Why is the tertiary sector increasing (developing industries)</p>	<p>Summer Term 1</p> <p>India</p> <p>What is India like? (tackling misconceptions)</p> <p>What are the physical and human features of India? (geographical locations)</p> <p>What's the climate of India like? (climate graphs and biomes)</p> <p>Why is the River Ganges important? (value of the river for the economy)</p> <p>How is India's population changing? (challenge of population growth)</p> <p>How is India developing? (NEE status)</p> <p>What are the opportunities and challenges in Dharavi? (life in Mumbai's slums)</p> <p>Why is India incredible? (culture and history)</p>

	<p>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>What is the economy and industry?</p> <p>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>What is development?</p> <p>This topic allows students to study patterns of development over different spatial scales. Measuring economic, social and political factors</p>	<p>Antarctica; the frozen continent (Antarctic Treaty) What are the consequences of climate change in the UK? (sea level rise and extreme weather) What can we do about climate change (adaptation and mitigation)</p> <p>Autumn Term 2 What happens when the land meets the sea? 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>What is globalisation and the quaternary sector? (future industries)</p> <p>Spring Term 2 What is development? What is development? (development indicators) How can we measure development (GNI vs HDI) Why do people live in poverty? (LICs and the development gap) How developed is the UK? (formation of HICs) What is Fair Trade? (How can we close the development gap?) What can we do about debt? (How can we close the development gap?) How can we support development? (role of the UK) Did Coca-Cola help India? (Case Study example) What are the Sustainable Development Goals? (future opportunities to reduce the development gap)</p>	<p>Summer Term 2 How does ice change the landscape? 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>to understand the human and physical geographical causes and consequences of varying levels of global development.</p> <p>India</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 study of China. Students will tackle misconceptions of India when improving knowledge of physical features, biomes and population management.</p> <p>How does ice change the landscape?</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, glaciers are also a key indicator of climate change.</p> <p>In all topics students will collect data and communicate findings in</p>			
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	different ways; sketches, maps, graphs and writing at length.			
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"> • ideas, political power, Industrial Revolution • Reasons why it started • Developments in transport • Factories • Conditions • Treatment of the poor - workhouses industry and empire: Britain, 1745-1900 • challenges for Britain, Europe and the wider world 1901 to the present day <p>Meanwhile, elsewhere homework will continue to develop students understanding of different societies.</p> <p>Opportunities for local studies will be made available through different units of study.</p>	<p>Autumn term 1:</p> <p><u>The Stuats</u></p> <ul style="list-style-type: none"> • James I • Gunpowder plot • Causes of the civil war • Events of the civil war • Trial and execution of Charles I • Cromwell • Witches • Great Fire of London • Evaluation of Stuart monarchs <p>Autumn term 2:</p> <p><u>Empire</u></p> <ul style="list-style-type: none"> • Why Britain had an empire • Experience of the slave trade • Triangular Trade • Middle passage • Resistance • 	<p>Spring term 1:</p> <p><u>Complete Empire</u></p> <p><u>Industrial Revolution</u></p> <ul style="list-style-type: none"> • Reasons why it started • Developments in transport • Factories • Conditions • Treatment of the poor - workhouses 	<p>Summer term 1</p> <p><u>Protest</u></p> <ul style="list-style-type: none"> • why people protest • the vote • Peterloo • Chartists • Protest songs <p>Summer term 2:</p> <p><u>Votes for women</u></p> <ul style="list-style-type: none"> • 'ideal' woman • suffragists • suffragettes • female campaigners • Emily Wilding Davison

<p>French Same as year 7 OR as listed here</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Listen for a variety of purposes ● Ask and answer questions to gather information ● Initiate and sustain conversations ● Adapt previously learned language ● Use picture stimuli to generate a conversation ● Reading for a variety of purposes ● Apply grammar in writing ● Use a range of vocabulary and structures ● Redraft to improve writing ● Use more complex language ● Translate into English ● Translate into French ● Compare experiences ● Use a variety of tenses for interest and complexity 	<p>Theme: 3 . .2 . .1 Partez! (Holidays)</p> <ul style="list-style-type: none"> ● Talking about your holidays ● Talking about getting ready to go out ● Buying drinks and snacks ● Talking about holiday plans ● Saying what you would like to do 	<p>Theme: T'es branchée? (Media)</p> <ul style="list-style-type: none"> ● Talking about television programmes ● Talking about films ● Talking about reading ● Talking about the internet ● Talking about what you did yesterday evening 	<p>Theme: as Spring</p>
<p>German Same as year 7 OR as listed here</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Understand the pronunciation of key phonic sounds ● Listen and read for a range of purposes ● Speak with accurate pronunciation and intonation 	<p>Theme: Freizeit - juhu! (Free time)</p> <ul style="list-style-type: none"> ● Talking about which sports you play ● Talking about leisure activities ● Talking about how often you do activities ● Talking about mobiles and computers 	<p>Theme: Schule ist klasse! (School)</p> <ul style="list-style-type: none"> ● Talking about school subjects ● Talking about days and time ● Describing your teachers ● Talking about school facilities and rules ● Understanding longer reading texts 	<p>Theme: as Spring</p>

	<ul style="list-style-type: none"> ● Ask and answer questions ● Adapt previously learned language ● Use picture stimuli to generate a conversation ● Write short sentences/paragraphs for a variety of purposes including connective, intensifiers and a range of vocabulary and structures ● Translate into English ● Translate into German 		<ul style="list-style-type: none"> ● Talking at length about a topic 	
Art	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Explore a range of material and ideas. ● Draw from observation. ● Use the formal elements to describe artwork. ● Analyse works of art using the formal elements. ● Understand why artists make art. ● Understand more about current affairs. ● Evaluate their own work and recognise ways to develop or improve. 	<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: 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 lesson when forced under restrictions.</p>	<p>Theme: Still life “War child”</p> <p>Students will look at the work of various war artists and research children affected by war, past and present. They will draw on their knowledge of war and conflict that they have learnt in History and create mixed media altered books using printmaking and painting techniques.</p>

<p>Design Technology</p>	<p>The End of year goals for DT are that:</p> <ul style="list-style-type: none"> - Pupils are able to confidently use different references to design with, - - Choose the correct tools for basic design and make task, - Analyse and test work - Understand basic technical principles of materials, in line with the national curriculum. 	<p>DT introductory Project: Pupils will learn basic technical drawing skills drawing skills by completing an orthographic drawing task. They'll then work through a series of skills using cardboard engineering and prototyping, developing a good understanding of H&S & PPE.</p> <p>Picture frame Project: Pupils will research and develop their knowledge of design movements such as Pop Art, after which they will start to develop their design skills to produce a final design.</p>	<p>They will start with a prototype and then a finished working example of their own Pop Art picture frame made solely with hand tools developing H&S, measuring, marking out and cutting skills.</p> <p>Wind chime: Pupils will learn about the properties of metals, how to manufacture with them and the H&S to deal with them safely. After a period of designing, pupils will create their own wind chime.</p>	<p>Passive Amp: Pupils will develop their knowledge of wood as a material, sustainability and the 6R's. Students will perform a design task based around bio mimicry to design and make a passive amp made entirely from reclaimed wood.</p>
<p>Performing Arts</p>	<p>By the end of Year 8 pupils should be able to:</p> <p>Creating Work supportively and confidently with a wide range of pupils in the class, staying on task throughout rehearsals.</p> <p>Contribute imaginative and practical ideas during rehearsals, moving away from stereotypical storylines and characters</p> <p>Performing</p>	<p><u>Collaborative Playwriting</u></p> <p>The focus this term is on the creation of a final product rooted in a historical event such as Black Lives Matter or War Poetry.</p> <p>Students focus on creating dramas, using a range of explorative strategies.</p> <p>Role on the wall, character development and research all form an important part of the creation of their original scripted piece created.</p>	<p><u>Romeo and Juliet</u></p> <p>The focus of this term is to look at how to develop skills and techniques when studying a play text. Sections of Romeo and Juliet will be used as a springboard in lessons. We will look at a Shakespeare play - adapted version of Romeo and Juliet.</p> <p>Students investigate the various roles and responsibilities involved in staging such a production from an actor, director and designer approach.</p>	<p><u>Theatre In Education</u></p> <p>Students will learn how to create a piece of theatre and respond to a brief. The focus will be on creating a piece of Theatre in Education.</p> <p>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>Take a larger role in a piece of drama, staying in character throughout performances, even when they do not go as planned.</p> <p>Choose, use and maintain appropriate performance/design skills to show a range of their character's emotions throughout a performance.</p> <p>Experiment with their use of facial expressions and body language to create a range of characters. Experiment with design elements with a range of characters.</p> <p>Use the staging area appropriately for the piece so that the audience can see all of the action.</p> <p>Evaluating Identify problems in rehearsals and offer practical solutions for the group to improve their own work.</p> <p>Contribute in evaluations after performances with detailed examples</p>	<p>Students present their created artefacts/outcomes through a short workshop pitch.</p> <p>The log book will record how they have developed their skills and techniques in Performing Arts.</p>	<p>Students study a complete play text as a whole group and take on a specific role within the production and develop this skill specifically. They can choose a specific pathway such as set design, props, lighting, sound or acting. They will chart their progress on how they developed their skills in this pathway and the associated techniques particularly with a focus on rehearsal techniques and blocking.</p> <p>Students will chart their rehearsal logs and ensure that they keep an organised log book.</p>	<p>This will be done through a workshop reading presentation. Students can use simple design such as lighting, set, props to enhance their scenes for delivery.</p> <p>Students will chart their rehearsal process in their books. We will encourage students to take pride in both the log book presentation and their reading for performance presentation.</p>
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	of positives of the piece as well as examples of how the piece could be improved using drama terminology confidently.			
Food Tech	<ul style="list-style-type: none"> Understand and apply the principles of nutrition and health Cook a range of healthy savoury dishes to able to feed themselves Become competent in a range of cooking techniques <p>Understand the source, seasonality and characteristics of a broad range of ingredients</p>	<p>Eatwell Guide: Pupils cover what the guide is, what is it for, examples of recipes and food prep for these to ensure healthy eating and knowledge of nutrition.</p> <p>Eatwell group 1) Carbohydrates: Pupils cover what they are, why they are needed and examples of these such as cooking bread..</p>	<p>Eatwell group 2) Vits and mins: Pupils cover what they are, why they are needed and examples of these such as vegetable soup.</p> <p>Eatwell group 3) Protein: Pupils cover what they are, why they are needed and examples of these such as cooking chicken.</p>	<p>Eatwell group 4) Dairy: Pupils cover what they are, why they are needed and examples of these such as macaroni cheese.</p> <p>Eatwell group 5) fats and oils: Pupils cover what they are, why they are needed and examples of these such as salad dressings.</p>
Music	<p>In year 8 students will gain knowledge in;</p> <ul style="list-style-type: none"> Reading treble and bass clef notation, Reading and writing chords using musical notation, Creating a chord structure, Using musical software, Creating melody that is diatonic and matches chords, 	<p>AURAL DICTATION Students will consolidate and extend their knowledge of musical notation. We will focus particularly on identifying changes in pitch and rhythm. They will work up to being able to write accurate musical notation after listening to melodic lines.</p> <p>***COVID GUIDANCE DEPENDENT***</p>	<p>CHORDS AND MELODY - Composition <i>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</i></p>	<p>THEME AND VARIATION - Performance and composition <i>Students will explore existing Theme and Variation style compositions. They will analyse how the different musical elements have been varied and combined to create contrast. They will be assessed on their response to the set brief, their use and development of harmony and texture</i></p>

	<ul style="list-style-type: none"> ● How to manipulate musical elements to create mood, ● How to analyse and write about music and place it in context, ● Minor and chromatic chords and scales, and ● How to develop musical ideas. <p>Students will be applying and strengthening this knowledge through practical composition and performance skill related tasks.</p>	<p>KEYBOARD SKILL - Performance. <i>Students will recall and build upon previous knowledge regarding the identification of notes on the treble and bass clef. They will apply this to piano/keyboard playing and will be expected to combine elements of Bass and treble clef simultaneously which will increase the level of processing. They will work on performance and be assessed after 7 lessons.</i></p>	<p><i>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.</i></p> <p>FILM MUSIC Half term - analysis and composition</p> <p><i>The first half term of this module will focus on analysis of existing film music from a variety of film music composers. We will explore how the context of the film and the character affects the style of music written. Students will analyse character themes and leitmotifs and write about how the music is effective in creating the musical atmosphere required.</i></p> <p><i>Students will then go on to compose a piece of music to accompany a devised gothic horror piece which they will create and storyboard in drama. They will be introduced to chromaticism and will apply textural and melodic techniques they have seen in the compositions of John Williams and Hans Zimmer. Students will be assessed on their response to the set brief, their use and development of harmony and texture</i></p>	<p><i>and the structure and fluency of their composition.</i></p> <p>Curriculum link - Maths: <i>shape and pattern in musical structure including sequence, inversion and retrograde patterns.</i></p>
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