Year 8 Curriculum map 2019/2020

Subject	Objectives/End of year goals	Autumn	Spring	Summer
English	**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. **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: • Essays • Stories, scripts, poetry and other imaginative writing • a range of other narrative and non-narrative texts 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.	**Poetry** WW1 Poetry Assessment - Poetry Comparison of 'The Mother' and 'The Soldier' Cross curricular links to WW1 study in History Understanding of British society and values in History **Shakespeare Play** Twelfth Night Literature Assessment – Extract Question focusing on character or themes Focus on the use of language and dramatic technique - use of context to inform understanding. Cross curricular links to History and the study of Elizabethan society	**Prose - Gothic Writing** The Woman in Black Literature assessment – Extract question focusing on presentation of ideas, themes or characters. Cross curricular links to the Gothic in Art and Literature is explored as Gothic Art/architecture is studied in Art **Modern Novel** Holes Literature Assessment – Extract Question focusing on presentation of ideas, themes or characters. Cross curricular links to crime and punishment studied in History and links to contexts surrounding the USA in the late 1990s	**19th Century Author Study** Sherlock Holmes Short Story Language Assessment – Creative writing Cross curricular links to Victorian Society which is explored in History **Modern Novel** The Boy in Striped Pyjamas Language Focused Reading Questions Cross currciular links on context surrounding WW2 and the Holocaust studied in History as well as RE and the topic of morality.

	Choose and perfect the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness.			
Mathematics	**<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. **<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. **<u>Algebra topics students will-</u>** become confident in forming and solving a range of different equations.	Use of all four operators with numbers (positive and negative), fractions and decimals Basic percentage understanding and calculations Coordinates and linear graphs including plotting in all four quadrants, understanding the equation of a straight line in the form y=mx+c extending to identifying and proving lines are parallel or perpendicular Rounding numbers including significant figure rounding and use of estimation techniques. Understanding the error interval of a rounded number and the implications for calculating with rounded numbers. Collecting and representing data including bar charts, pie charts, line graphs, time series graphs and line	Perimeter and area including rectangles, triangles, other quadrilaterals and circles. Extending to sector area and arc lengths and compound shapes. Real life graphs interpreting a range of graphs including conversion graphs and speed, distance time graphs interpretation of the gradient and intercept into real life information Ratio and Proportion: simplifying and sharing in ratios using proportionality to solve real life problems including recipes and rates of activity Equations substitute numerical values into formulae and expressions, including scientific formulae use algebraic methods to solve linear equations in 1 variable (including all	Standard Form understand and use place value when working with very large or very small numbers, and when calculating with decimals Calculate with and interpret standard form Transformations Identify, describe and construct congruent and similar shapes, including on coordinate axes, by considering rotation, reflection, translation and enlargement (including fractional and negative scale factors) Construction and loci Use the standard ruler and compass constructions (perpendicular bisector of a line segment, constructing a perpendicular to a given line from / at a given point, bisecting a given angle)

	They will be able to extend this by substituting values when constructing both linear and quadratic graphs. **<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. **<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. **<u>Resources</u>** **https://vle.mathswatch.co.uk**	graphs. How to find the suite of averages from lists, frequency tables and group frequency charts. Drawing and interpreting histograms, cumulative frequency and box plots. Being able to comment on displayed data and identify the most appropriate method of representing and analysing data Sequences - linear and non-linear sequences. Finding the term-to-term rule, the general case and relating to the graphical representation.	forms that require rearrangement) use linear and quadratic graphs to estimate values of y for given values of x and vice versa and to find approximate solutions of simultaneous linear equations Basic probability Probability experiments Theoretical probability Mutually exclusive events Scatter graphs being able to construct and interpret scatter graphs identify outliers use the line of best fit to make assertions about other data points and understand the implications and restrictions of interpolation.	use these to construct given figures and solve loci problems know that the perpendicular distance from a point to a line is the shortest distance to the line 2D representation of 3D shapes Construct and interpret plans and elevations of 3D shapes Calculating with percentages Define percentage as 'number of parts per 100'; interpret percentages and percentage changes as a fraction or a decimal, and interpret these multiplicatively; express one quantity as a percentage of another; compare two quantities using percentages; work with percentages greater than 100%; solve problems involving percentage change, including percentage increase / decrease and original value problems, and simple interest including in financial mathematics

Science	**Pupils in year 8 will...** develop greater scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics studied in year 7. 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. be equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future. **Resources** 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-tgW0ZmZRRXRrVTVwMnc/view	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. **Periodic Table** - 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. **Respiration** - 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. 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.	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. **Chemical Reactions** - Pupils will use their knowledge from the topic periodic table studied last term to enrich their understanding of chemical reactions. 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. **Nutrition** - 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.	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. **Earth and Atmosphere** - 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. **Electricity and Magnetism** - 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. **Keeping Healthy** - 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

		<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.	**<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.	they study B1 - Keeping healthy in year 9, autumn term.
RS		Students will learn about the paper they will be sitting. They will learn different skills needed for the exam. Religion 1 introduced (Islam) – core beliefs, nature of Allah. What is a prophet, why are they important to Islam? (mini project investigating and researching ideas) Gain knowledge about books used in Islam linked to Christianity. The role and importance for Muslims of Jibril, Izra'il, Mika'il and Israfil. Eschatological beliefs and teachings.	Religion 1 - Investigate life after death. Religion 1 – practices: - The importance of practices. - Private and public acts of worship. - 5 pillars of Islam and the importance (project) Festivals – what is the significance and how do they influence Muslims? Jihad – demonstrate knowledge and understanding. Religion 2 introduced (Christianity) – the meaning of terms and the significance they have.	Religion 2: Concept of God as a Trinity of persons, Biblical accounts of Creation and the problem of evil and suffering and a loving and righteous God. Jesus Christ linked to the ten commandments. Students learn the importance of incarnation, Crucifixion, Resurrection and Ascension The concepts of salvation – students create a resource explaining the role and issues of salvation. Eschatological beliefs and teachings.
P.E.	**Teaching Content:**	**Autumn Term:**	**Spring Term:**	**Summer Term:**

	Following on from the year 7 curriculum, year 8 students will develop their understanding on the following. Students will be taught to: - 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.	Rugby (tag rugby if necessary) Handball (Boys) Netball (Girls) Basketball Gymnastics	Badminton Handball (Girls) Hockey (Boys) Football Health Related Fitness / Outdoor Adventurous Activities	Athletics (field and track events) Softball Rounders Cricket
PSHCE	All units will fall into the 3 categories below for KS3: 1. Health and Wellbeing including Drugs education 2. Living in the Wider World 3. Relationships including Sex education (SRE)	<u>Personal Development:</u> Health & Wellbeing Rights & Responsibilities <u>Lesson time:</u> Drugs & Alcohol	<u>Personal Development:</u> Relationships Mental Health <u>Lesson time:</u> SRE Sex, Relationship Education	<u>Personal Development:</u> Finance All topics recap/ Quiz <u>Lesson time:</u> Careers / Mindset Crime and Law

	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. Students complete topic specific 'My Progress' sheets and work towards their end of year target grades.			
Computer Science	Students will learn how to program in Small Basic and Visual Basic, introducing the fundamental techniques of software design. Students will have an introduction to data representation, looking at the binary number system and how it is used to represent data. Students will have an introduction to boolean logic. Students will have an introduction to cyber security threats and how to avoid them Students will undertake creative projects using web development and audio editing applications.	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. Autumn 2 - Sound. Students will edit audio using Audacity. We will create radio adverts, edit interviews, and create podcast elements.	Spring 1 - Binary & 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. Spring 2 - Visual Basic. Students will develop their programming ability to create form based programs in Visual Basic.	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. Summer 2 - Web Design. Students will begin by designing websites using html code. They will then use web development packages to create more intricate and professional websites.

Geography	Students will extend their locational knowledge through the study of India. They will investigate the key physical and human characteristics and comparing these to the UK and China. In physical geography they will learn the key processes and landforms created by coasts and glaciation. They will also learn about the causes of climate change and the impact this is having on the UK's weather. In human geography they will study how we classify countries into LIC, NEEs and HIC. They will explore the reasons for their level of development and the impacts this can have on the environment, people and the economy. They will also extend their locational knowledge by studying an African country focused on it's development. They will also develop an understanding and knowledge of the tourist industry, focusing on it's growth and impact. Students will study the example of Blackpool and the Lake District. In all topics students will collect data and communicate findings in	Autumn Term 1 **Climate change and wild weather** What is climate change? Global warming Greenhouse gases Consequences of climate change Wild weather in the UK, evidence of and links to climate change. Looking at storms, floods, snowfall and tornadoes. Autumn Term 2 **Coasts** What is the coast? Processes happening at the coast Erosional landforms Depositional landforms Coastal erosion How do we protect the coastline? Should we protect the coastline?	Spring Term 1 **Development** Ghana/Kenya What is development? How do we measure development? Which is the best development indicator? Is development spread evenly What is trade and how does it affect a country? Fair trade - what is it and how does it help? Why is Ghana poor? How can Ghana escape from poverty? Spring Term 2 **Tourism** What is tourism? The growth of tourism desire line and flow line maps Study popular natural and built attractions What and where are the UK's national parks. Look at the problems at honeypot sites in the Lake district. Study mass tourism in Kenya Investigate extreme tourism and ecotourism.	Summer Term 1 **India** Physical and human features of India India's climate zone What makes Mumbai unique? The problems facing the river Ganges? How developed is India? Opportunities and challenges facing Mumbai. Summer Term 2 **Glaciation** What is glaciation and where does it happen? Know the glaciation processes What erosional and depositional landforms are created How do people live in mountain environments? How do animals live in mountain environments?

	different ways; sketches, maps, graphs and writing at length.			
History	Students will extend their history skills. The assessment focus for year 8 is on how far do you agree? Students will study: ● ideas, political power, industry and empire: Britain, 1745-1900 ● challenges for Britain, Europe and the wider world 1901 to the present day ● issue in world history and its interconnections with other world developments – civil rights ● Meanwhile, elsewhere homework will continue to develop students understanding of different societies. ● Opportunities for local studies will be made	Autumn term 1: Empire ● Why Britain had an empire ● Financial reasons ● Experience of the slave trade ● Triangular Trade ● Middle passage ● Resistance Autumn term 2: Industrial Revolution ● Reasons why it started ● Developments in transport ● Factories ● Conditions ● Treatment of the poor - workhouses	Spring term 1: Protest ● why people protest ● the vote ● Peterloo ● Chartists Spring term 2: Votes for women ● 'ideal' woman ● suffragists ● suffragettes ● female campaigners ● Emily Wilding Davison Bridging lesson of the Titanic - connection with English	Summer term 1 The First World War ● causes ● Schlieffen Plan ● why join up ● propaganda ● teenage Tommies ● trenches ● home front ● role of women Summer term 2: Civil Rights in the US ● post civil war ● women ● Jim Crow ● Brown vs Topeka ● Little Rock ● Freedom riders ● Washington and MLK ● Malcolm X and black power

	available through different units of study.			
French	Students will be able to: ● 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		Theme: Tu veux sortir? (Do you want to go out?) ● Making and reacting to invitations ● Making excuses ● Talking about clothes ● Talking about shops and shopping ● Understanding a longer text including mixed tenses	Theme: Bon Appetit! (Enjoy your food) ● Talking about food ● Talking about French meals ● Talking about preparing for a part ● Shopping for food ● Taking part in short dialogues Theme: Les Pays ● Talking about countries and languages ● Talking about holidays ● Describing a holiday centre ● Talking about life in Senegal
German	Students will be able to: ● Understand the pronunciation of key phonic sounds	Theme: Hallo! (Hello/Introduction)	Theme: Extreme Haustiere (Extreme pets)	Theme: Bist du sportlich? (Are you sporty?)

	● Listen and read for a range of purposes ● Speak with accurate pronunciation and intonation ● 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	● Introducing yourself, learning how to pronounce German words ● Counting to 20 and using the verb *sein* to say how old you are ● Using the German alphabet and the verb *wohnen* to say where you live ● Describing your character ● Asking and answering questions about your belongings. Using the verb *haben*	● Talking about pets/using pronouns ● Talking about super pets/using kann + infinitive ● Talking about family members and age/present tense verbs ● Describing family members/using adjectives with nouns ● Talking about birthdays ● Learning about Christmas/cultural traditions	● Talking about sport you play, like and dislike playing ● Talking about leisure activities and giving your opinion ● Talking about how often you do activities/using the correct word order ● Talking about mobiles and computers/talking about the future using the simple present ● Developing prediction skills/Understanding longer texts ● Making writing interesting and varied
Spanish	Students will be able to: ● Listen for a variety of purposes and to identify a variety of tenses ● Ask and answer questions using the past tense ● Read for a variety of purposes ● Read and translate from Spanish to English ● Write full descriptions ● Write creatively	Theme: De vacaciones (Holidays) ● Talking about past holidays using the preterite or -ir ● Saying what you did on holiday using the preterite of regular -ar verbs ● Describing the last day of holiday using the preterite of -er and -ir verbs ● Saying what your holiday was like using the preterite of ser	Theme: Mi vida, mi móvil (My life, my mobile) ● Saying what you use your phone for, revising the present tense ● Say8ng what type of music you like, giving a range of opinions ● Talking about TV using the comparative ● Saying what you did yesterday using the present and preterite ● Understanding a TV guide ● Understanding authentic texts	

	• Write in paragraphs using connectives and adjectives •	• Giving a presentation about your holiday • Making sentences interesting	• Learning about young people's lives • Using two tenses in the he/she form • Learning about hispanic singers	
Art	Students will be able to: • Explore a range of techniques and materials such as pen, collage, printmaking and sculpture with cardboard. • Draw shapes, textures and tone from observation. • Use the formal elements (LINE, SHAPE, TEXTURE, FORM, TONE, COLOUR and SPACE) to write a paragraph about a work of art. • Write about what a work of art might mean. • Understand the printmaking process. • Use more complex gridding methods. • Evaluate the successes of their work develop areas that should be improved.	**Prior learning:** In Y7 students experiment with mark making in pencil and oil pastel. Students have also previously explored human portraits and basic gridding methods. **Year 8 Autumn** **Category:** Portrait **Project title:** "Weirdly Wonderful Characters" Click here for the project sheet 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 expand their knowledge of mark making but now using pen to create texture and tone. These will be applied to their final drawing of a Weirdly Wonderful Character. They	**Prior learning:** In Y7 students explore rural landscapes. They also experiment with 3D materials. **Year 8 Spring** **Category:** Landscape **Project title:** "Slum House City" Click here for the project sheet Students will look in to improvise housing in urban poverty struck areas of the world. They will watch a video to contextualise their studies. They will create a perspective drawing of a slum house which draws on their mathematical knowledge. They will research the artist Eric Cremers who creates sculptures of the Rio Flavelas and refer their perspective drawings to design their own slum house using found materials. They will learn how to construct and fix non resistant materials together. The outcome of this project will be a 3D sculpture of a slum house.	**Prior Learning:** In Y7 students explore a variety of painting and drawing techniques. They also draw from observation. **Year 8 Summer** **Category:** Still life **Project title:** "Blast from the Past" Students will look at the work of John Piper, Henry Moore and Paul Nash who are all war artists. They will draw on their knowledge of war and conflict that they have learnt in History and create mixed media piece using printmaking and painting techniques that refer to objects associated with war. **Future learning:** In Y9 Art students will continue to develop their understanding of the printmaking process.

		will build on their understanding of the gridding method which will allow them to draw more accurate shapes. **<u>Future learning:</u>** In Y9 Art students will explore drawing through the formal elements. In Y9 photography students will look at the 'rule of thirds' grid to create more effective compositions.	**<u>Future learning:</u>** In GCSE Art students investigate Coastal environments.	
Design Technology	The End of year goals for DT are that: - 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, inline with the national curriculum.	**Clock 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, a prototype and then a finished working example of their own Pop Art clock made solely with hand tools developing H&S, measuring, marking out and cutting skills. **Wind chime:** Pupils will learn about the properties of metals, how to manufacture with them and the H&S to deal with them safely.	**Wind Chime Project Cont…** After a period of designing, pupils will create their own wind chime. **Mood lamp:** Pupils will spend some time designing around the likes of a user. They can then prototype their designs as a 3D model. After which they will learn about how to solder safely, basic electronics and how to solder a PCB to fit inside a vacuum formed base and use CAD/CAM to finalise their mood lamp. **Passive Amp:** Pupils will develop their knowledge of wood as a material, sustainability and the 6R's.	**Passive Amp Continued…** Students will perform a design task based around bio mimicry to design and make a passive amp made entirely from reclaimed wood.
Drama	By the end of Year 8 pupils should be able to: **Creating** Work supportively and confidently with a wide range of pupils in the	The focus this term is on the creation of a final product rooted in a historical event - The London Dungeons.	The focus this term is on performance skills.	Students will learn how to prepare and rehearse performing a text for performance. They will have a chance

		class, staying on task throughout rehearsals Contribute imaginative and practical ideas during rehearsals, moving away from stereotypical storylines and characters **Performing** Take a larger role in a piece of drama, staying in character throughout performances, even when they do not go as planned Choose, use and maintain appropriate vocal skills to show a range of their character's emotions throughout a performance. Experiment with their use of facial expressions and body language to create a range of characters. Use the staging area appropriately for the piece so that the audience can see all of the action **Evaluating** Identify problems in rehearsals and offer practical solutions for the group to improve their own work. Contribute in evaluations after performances with detailed examples of positives of the piece as well as examples of how the piece could be improved using drama terminology confidently.	Students focus on creating dramas, using a range of explorative strategies in order to produce a final script and choose to create an outcome for a performance. . Role on the wall, character development and research all form an important part of the creation of their original scripted piece created. Students present their created artefacts/outcomes as an immersive theatre experience.	Students investigate the various roles and responsibilities involved in staging a production from an actor, director and designer approach. . Students study a complete play text as a whole group and take on a role within the production. Students Sstudy how to record practical lessons in the creative process. .	to film their work and use this to form an extended evaluative response. Students will learn the importance of evaluation and reflection in the drama process. They will complete extended written responses using drama terminology.

Food Preparation and Nutrition	● 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 Understand the source, seasonality and characteristics of a broad range of ingredients	**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. **Eatwell group 1) Carbohydrates:** Pupils cover what they are, why they are needed and examples of these such as cooking bread..	**Eatwell group 2) Vits and mins:** Pupils cover what they are, why they are needed and examples of these such vegetable soup. **Eatwell group 3) Protein:** Pupils cover what they are, why they are needed and examples of these such as cooking chicken.	**Eatwell group 4) Dairy:** Pupils cover what they are, why they are needed and examples of these such as macaroni cheese. **Eatwell group 5) fats and oils:** Pupils cover what they are, why they are needed and examples of these such as salad dressings.
Music	In year 8 students will gain knowledge in; ● 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, ● 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	**KEYBOARD SKILL - Performance.** 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. **CHORDS AND MELODY - Composition** 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	**FILM MUSIC** **Half term - analysis and performance** **Half term - composition** 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. In the second half term students will compose a piece of music to accompany a devised gothic horror	**THEME AND VARIATION - Performance and composition** 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 and the structure and fluency of their composition. **Curriculum link - Maths:** *shape and pattern in musical structure including sequence, inversion and retrograde patterns.*

	● How to develop musical ideas. Students will be applying and strengthening this knowledge through practical composition and performance skill related tasks.	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.	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 and the structure and fluency of their composition. They will also complete a piece of extended writing that will describe their use of musical elements and apply them to the dramatic context of the scene. **Curriculum link - Drama:** *The second half term will see a collaborative SoW in which Drama studies gothic horror and devising and music creates music to be used to accompany their scenes.* **Media;** *diegetic and non-diegetic sound.* **English;** *using stimulus from Woman in Black and using some of the music from Boy in the Striped Pajamas - set English text to look and musical impact on the plot.*	