



THE CHERWELL SCHOOL
OPPORTUNITY, RESPONSIBILITY, EXCELLENCE

YEAR 8

Curriculum Booklet
January to July 2022

SUBJECT: Year 8 English - February to July

In English lessons between February and July Year 8 students study the following topics:

- Poetry - relationships
- Biographical writing

What will students know?

Reading

- How poetry gives an insight into different experiences and relationships
- Understand and explain how poets use language, structure and poetic devices including metre
- How to write analytical paragraphs with a focus on high-quality topic sentences
- Connect poems and write comparatively
- Plan and structure an essay response

Writing

- Understand the conventions of information and explanation writing
- Identify the subject, verb and other in writing and how we use this to punctuate clauses accurately
- How to write in accurate and grammatically correct sentences and paragraphs
- How to vary sentence structures for engagement and meaning
- How to create cohesion in a text by using discourse markers

The Composite*

Students will write an extended comparative essay which explores a central theme shared between two of the poems they have studied. Within this essay, students should be able to make clear links between the two poems and how they convey their shared ideas in different ways.

Students will write a biography of someone significant in their life. Their piece will aim to emulate some of the key conventions of biographical writing that they have studied and to be grammatically accurate.

How does this connect to prior learning and where will this be revisited?

Connections to prior learning

- Building on language analysis skills developed in Years 7 and 8
- Extension of nonfiction writing in Year 7 - considering different forms of information texts

Where this will be revisited

- Year 9 - Romantic poetry
- Year 10 - power and conflict poetry
- Year 10 and Year 11 non-fiction reading and writing paper

*The composite means the end product or coming together of all that is learnt in the topic, unit or term. For example this could be a 'performance' in music or PE, an extended piece of writing in English or history, or the solving of a complex mathematical problem.

MATHS: Year 8 Maths - January to July

In maths lessons between January and July Year 8 students study the following topics:

- Adding and subtracting fractions
- Fraction, decimal and percentage equivalence (review of topic taught in Y7)
- Percentage increase and decrease
- Equations involving fractions and decimals
- Graphs
- Presenting data & comparing averages
- Proportional reasoning
- Linear sequences
- Probability

What will students know?

- How to add and subtract fractions and mixed numbers
- How to convert between fractions, decimals and percentages
- How to use multipliers to find percentages and to increase or decrease by a percentage
- How to express an increase or decrease as a percentage
- How to solve one and two-step linear equations involving fractions and decimals
- How to plot linear functions on coordinate axes
- How to find the gradient and y-intercept of a linear graph and hence find its equation
- How to interpret and draw graphs from real-life situations
- How to draw and interpret pie charts
- How to group continuous data and represent it in graphs and charts
- How to construct and interpret scatter graphs
- How to compare data sets using averages and how to choose the most appropriate average to use
- How to solve problems involving direct proportion in a variety of contexts
- How to find missing lengths in similar shapes
- How to draw and interpret scale diagrams and how to interpret map scales
- How to recognise direct proportion graphs
- How to recognise, describe and generate special sequences
- How to find and use the formula for the nth term of a linear equation
- How to find probabilities of single events and successive events, including the use of two way tables, Venn diagrams and sample space diagrams

The Composite*

Students are able to solve increasingly complex mathematical problems by accurately using the above skills. They will demonstrate these in a variety of conditions including tests.

How does this connect to prior learning and where will this be revisited?

Connections to prior learning

Y7:

- Fractions, decimals, percentages and ratio
- Coordinates in 4 quadrants
- Conventions of algebraic notation
- Mean, median and mode
- Graphs and charts for discrete data

Where this will be revisited

- All these topic areas will be revisited and built upon in Years 9, 10 and 11.
- Topics / concepts will be revisited as a matter of course with the curriculum. The level of sophistication and time allocated will vary according to security of understanding.

*The composite means the end product or coming together of all that is learnt in the topic, unit or term. For example this could be a 'performance' in music or PE, an extended piece of writing in English or history, or the solving of a complex mathematical problem.

SUBJECT: Year 8 Science: Topic 8.4 Waves- January to April

In Science lessons between January and April Year 8 students study the following topics:

- **Waves**

What will students know?

- A physical model of a transverse wave demonstrates it moves from place to place, while the material it travels through does not, and describes the properties of speed, wavelength and reflection.
- When a wave travels through a substance, particles move to and fro. Energy is transferred in the direction of movement of the wave. Waves of higher amplitude or higher frequency transfer more energy
- Sound consists of vibrations which travel as a longitudinal wave through substances. The denser the medium, the faster sound travels. The greater the amplitude of the waveform, the louder the sound. The greater the frequency (and therefore the shorter the wavelength), the higher the pitch.
- When a light ray meets a different medium, it can be absorbed, transmitted or reflected. We can use ray models to describe how images form in a mirror and how objects have different colours.

The Composite*

Students answer questions with increasing complexity, both informally in class and during an end of topic test to show that they know the properties of transverse and longitudinal waves. Students know how changing the different properties of waves affects what is seen or heard. Students understand reflection and refraction and why we see different colours.

How does this connect to prior learning and where will this be revisited?

Connections to prior learning

From the Key stage 2 National Curriculum

- Recognise that light appears to travel in straight lines; use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye; explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes; use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.

Where this will be revisited

GCSE Physics (trilogy and triple)

Trilogy content is taught in the summer of Year 9 and revisited in Year 11. Triple content is taught in Year 11.

- Waves carry energy from one place to another and can also carry information.
- Modern technologies such as imaging and communication systems show how we can make the most of electromagnetic waves.

*The composite means the end product or coming together of all that is learnt in the topic, unit or term. For example this could be a 'performance' in music or PE, an extended piece of writing in English or history, or the solving of a complex mathematical problem.

SUBJECT: Year 8 Science: Topic 8.5 Photosynthesis and Ecosystems - April to July

In Science lessons between April and July Year 8 students study the following topics:

- **Photosynthesis and Ecosystems**

What will students know?

- Plants and algae do not eat, but use energy from light, together with carbon dioxide and water to make glucose (food) through photosynthesis. They either use the glucose as an energy source, to build new tissue, or store it for later use.
- Plants have specially-adapted organs that allow them to obtain resources needed for photosynthesis.
- Organisms in a food web (decomposers, producers and consumers) depend on each other for nutrients. So, a change in one population leads to changes in others.
- The population of a species is affected by the number of its predators and prey, disease, pollution and competition between individuals for limited resources such as water and nutrients.

The Composite*

Students answer questions with increasing complexity, both informally in class and during an end of topic test to show that they know how green plants make food via photosynthesis. That they can explain how food webs are constructed and how organisms are interdependent on each other.

How does this connect to prior learning and where will this be revisited?

Connections to prior learning

- **From the Key stage 2 National Curriculum**, students will have learnt to describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals. They could give reasons for classifying plants and animals based on specific characteristics. They could identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. They also learnt how organisms in a food web (decomposers, producers and consumers) depend on each other for nutrients. So, a change in one population leads to changes in others. The population of a species is affected by the number of its predators and prey, disease, pollution and competition between individuals for limited resources such as water and nutrients.

Where this will be revisited

- During Year 10 biology students will revisit this topic again during the bioenergetics topic, where photosynthesis and the factors that affect it, are studied in more detail. During the ecology topic in Year 10, students learn more about the interaction between humans and the ecosystem and the importance of biodiversity.

*The composite means the end product or coming together of all that is learnt in the topic, unit or term. For example this could be a 'performance' in music or PE, an extended piece of writing in English or history, or the solving of a complex mathematical problem.

SUBJECT: Year 8 Science: Topic 8.6 Energy and Magnetism

April to July

In Science lessons between April and July Year 8 students study the following topics:

- **Energy and Magnetism**

What will students know?

- We can describe how jobs get done using an energy model where energy is transferred from one store at the start to another at the end. When energy is transferred, the total is conserved, but some energy is dissipated, reducing the useful energy.
- We pay for our domestic electricity usage based on the amount of energy transferred. Electricity is generated by a combination of resources which each have advantages and disadvantages.
- Calculate the cost of home energy usage, using the formula: $\text{cost} = \text{power (kW)} \times \text{time (hours)} \times \text{price (per kWh)}$.
- Magnetic materials, electromagnets and the Earth create magnetic fields which can be described by drawing field lines to show the strength and direction.
- The stronger the magnet, and the smaller the distance from it, the greater the force a magnetic object in the field experiences.
- An electromagnet uses the principle that a current through a wire causes a magnetic field.
- Its strength depends on the current, the core and the number of coils in the solenoid.

The Composite*

Students answer questions with increasing complexity, both informally in class and during an end of topic test to show that they know the main energy stores, how energy is transferred between them and the principle of the conservation of energy. Students will learn how to calculate domestic electricity bills. Students will learn how to draw lines to represent a magnetic field and be able to describe the field around a bar magnet and the earth. Students will make and test an electromagnet and be able to describe how key applications for electromagnets work.

How does this connect to prior learning and where will this be revisited?

Connections to prior learning

From the Key stage 2 National Curriculum

- Some forces need contact between 2 objects, but magnetic forces can act at a distance. Observe how magnets attract or repel each other and attract some materials and not others. Identify some magnetic materials. Describe magnets as having 2 poles. Predict attraction and repulsion.

From the Key stage 3 National Curriculum

- A non-contact force is one that acts without direct contact.
- Observations where substances change temperature or state can be described in terms of particles gaining or losing energy.

Where this will be revisited

GCSE Physics (trilogy and triple) Energy (Year 10) Magnetism and Electromagnetism (Year 11)

- Energy stores and systems. Power is calculated from energy transferred/time and renewable vs non-renewable sources of energy.
- Attraction, repulsion and magnetic fields. Electromagnetism and its uses.

*The composite means the end product or coming together of all that is learnt in the topic, unit or term. For example this could be a 'performance' in music or PE, an extended piece of writing in English or history, or the solving of a complex mathematical problem.

SUBJECT: Year 8 Art - January to April

In Art lessons between January and April Year 8 students study the following topic:

- **Food**

What will students know?

- The definition of a 'sculpture' and the different forms 'sculptural' artwork can take.
- The range of artwork created by the ceramic artist Kate Malone MBE.
- How Wedgwood's 'Cauliflower Ware' took inspiration from food.
- How to draw the 'form' of an object.
- How to use the thumb/pinching technique to create a hollow clay form.
- How to analyse a three dimensional sculptural form.
- How to create tone and show form using charcoal and chalk.
- How to develop observational drawings into ideas for a clay sculptural form.
- How to create a sculptural clay form combining the thumb/pinch pot process with coiling.
- How to alter a smooth clay surface to create pattern and texture.
- How to develop evaluative and critical skills, using Art terms to express opinions.

The Composite*

- A clay sculptural form inspired by food.

How does this connect to prior learning and where will this be revisited?

Connections to prior learning

- Use of mark making to show tonal range and texture when drawing from individual objects (Year 7 Introduction to Drawing and Still Life and Year 8 Landscapes)
- Observational drawing from individual natural forms, (Year 7 terms 1 & 2).
- Consolidation and recall of Art skills, knowledge and experiences at KS1 & 2 using clay (COVID restrictions prevented use of clay in Art during Year 7)

Where this will be revisited

- Clay modelling skills will be refined and built on in Year 9 during the Gargoyles unit in terms 5&6.
- Working in three dimensional form and with clay provides a key foundation for practical learning in Art and will be revisited throughout KS4 and KS5.

*The composite means the end product or coming together of all that is learnt in the topic, unit or term. For example this could be a 'performance' in music or PE, an extended piece of writing in English or history, or the solving of a complex mathematical problem.

SUBJECT: Year 8 DT - January to July

Students in DT rotate through three rotations. They will visit one of these rotations from January to July, after which they will move onto a different subject area and teacher.

In Year 8 lessons between January and July Year 8 students study the following topics:		
Graphics	Metals	Textiles
<ul style="list-style-type: none"> - Drawing communication skills - Architecture - designing a cafe 	<ul style="list-style-type: none"> - Modelling a design for a copper tealight holder - Manufacturing a copper tea light holder 	<ul style="list-style-type: none"> - Pattern and print making - Manufacturing a fabric stool cover
Food	Electronics	Timbers
<ul style="list-style-type: none"> - Eatwell guide - Healthy eating and nutrition - Cooking skills 	<ul style="list-style-type: none"> - Manufacture of an electronic moisture sensor - Electronic packaging 	<ul style="list-style-type: none"> - Design and manufacture of a stool - Manufactured boards - Timber processes

What will students know?		
Graphics	Metals	Textiles
<ul style="list-style-type: none"> - Students will learn drawing communication skills: two point perspective, isometric and third angle orthographic projection - They will learn how to design an architecture response by analysing the site, planning what is needed and coming up with an architectural design for a cafe. 	<ul style="list-style-type: none"> - Art Deco and Bauhaus design movements - Where copper comes from - The mechanical and physical properties of metals. - Metal processes - How to model and iterate ideas. 	<ul style="list-style-type: none"> - Understand key principles and design features of the Memphis and Bauhaus design movement. - Different types of repeat patterns and block printing techniques - How to use the sewing machine in order to construct a stool cover - Properties and uses of fibres and fabrics
Food	Electronics	Timbers
<ul style="list-style-type: none"> - Food safety and hygiene - Equipment - Weighing and measuring - Basic nutrition - Food evaluation and sensory analysis 	<ul style="list-style-type: none"> - How to read a schematic - Types of electronic components and their functions. - How to make a printed circuit board - How to solder 	<ul style="list-style-type: none"> - Students will learn the working properties of manufactured boards and how they are made. - They will be able to measure and mark accurately in timber. They will be able to use a range of hand tools and machinery safely. - They will understand appropriate finishes for a timber product.

The Composite*:		
Graphics	Metals	Textiles
Students will produce a scaled 1:50 architectural plan for a design for a cafe on the River Cherwell.	Students will produce a well made and finished copper tea light holder. They will be able to sequence tasks appropriately and work independently and safely in the workshop in metal.	Students will produce a printed seat for their stools. They will have designed a repeat pattern inspired by a design movement and learnt how to accurately sew seams and hems to construct their stool seat.
Food	Electronics	Timbers
Students can weigh ingredients accurately and independently; confidently name cooking skills and work safely and hygienically in practical lessons. Students can adapt recipes, complete practical work in the time allowed using a variety of cooking skills, and they can suggest ways to improve their dish. Students can understand the function and source of nutrients.	Students will make a working moisture sensor. They will have printed and etched their own circuit board and soldered their components. They will vacuum form the packaging for their moisture sensor.	Students will manufacture the timber parts of their stool. They will be able to work independently and safely in the workshop in timber.

How does this connect to prior learning and where will this be revisited?		
Graphics	Metals	Textiles
<ul style="list-style-type: none"> - Students will use and master their drawing skills when producing ideas in all other units in Year 8 and 9. 	<ul style="list-style-type: none"> - Students will revisit their metals knowledge in Year 9 when they produce a - Their modelling and designing skills will be used throughout the remaining units. 	<ul style="list-style-type: none"> -Students will build upon their technical skills in Textiles - Students will revisit learning from Year 7 on natural and synthetic fibres, gaining a wider understanding of fabric properties and uses.
<p>Food</p> <ul style="list-style-type: none"> - Students will use prior knowledge of the eat well guide, and nutrition from Year 7 lessons. - They will build on the theory in Year 9 when they learn about malnutrition and food poisoning, dietary requirements and food provenance. - Skills will be built upon in future more complex dishes. 	<p>Electronics</p> <ul style="list-style-type: none"> - Students learnt about schematics, electronics components and how to use breadboards in Year 7 - They will revisit this learning in Year 9 when they come to design light censoring night light. 	<p>Timbers</p> <ul style="list-style-type: none"> - Students will build on their timber working skills when they design and make a light censoring night light in Year 9. Measuring, marking out, manufacturing and finishing skills will be used in future units.

*The composite means the end product or coming together of all that is learnt in the topic, unit or term. For example this could be a 'performance' in music or PE, an extended piece of writing in English or history, or the solving of a complex mathematical problem.

SUBJECT: Year 8 Computing - January to April

In computing lessons between January and April Year 8 students study the following topics

- **Networking**
 - **The Internet and World Wide Web**
 - **Domain names and web addresses**
- **Data Representation**
 - **Pixels and resolution (Dots per Inch)**

What will students know?

Students will be able to answer the following questions:

What is the 'internet', what is the 'World Wide Web'

- How are they different?
- When I search for a website, what actually happens?
- What is a pixel and what does image resolution mean?
- How can we set up an image to be ready to be printed or displayed on screen?

The Composite*

Students will have a deeper understanding of what the internet is, how it works and how content is delivered across the internet using the worldwide web. Understanding how the language of the internet is adapted for people to use vs the way the data is required for a computer to process.

Students will have a basic introduction to pixels, how the colour is represented on screen and in print and will be familiar with the term 'resolution'. Resolution will reference the difference in quality required for images to be represented on screen or in print.

Students will be able to complete assessments in each of the subject area both mid and full unit.

How does this connect to prior learning and where will this be revisited?

Connections to prior learning

- Year 7 covered networks and the internet and this is a more in-depth view of how these systems work.
- Data representation has been introduced in year 7 and in the previous terms, in reference to characters. Students have worked up to 4 bits (Nibble); this will be used to represent 16 colours.

Where this will be revisited

- Networking is covered in year 9 looking at Local Area Networks and Wide Area Networks. The hardware required to set up a network and connect to the internet.
- Data representation is covered in Year 9, specifically colour up to 24 bit (from 16 colours to 16.7 million), colour depth on screen and how this impacts on file sizes.

*The composite means the end product or coming together of all that is learnt in the topic, unit or term. For example this could be a 'performance' in music or PE, an extended piece of writing in English or history, or the solving of a complex mathematical problem.

SUBJECT: Year 8 Drama - January to July

In Drama lessons between January and July Year 7 students study the following topics:

- **Physical Theatre**
- **Devising based on Grimm's Tales stimulus**

What will students know?

- Basic physical theatre skills including stylised and pedestrian movement
- Ensemble performances
- Choreographic devices of unison and canon
- Communication of meaning through Physical Theatre; Frantic Assembly/ DV8
- Character status
- Stage blocking

Reading focus

- All lessons in this foundation unit will have key vocabulary displayed on the whiteboard for each lesson. Students will be given a glossary at the start of each unit and can refer to these words throughout the unit. Some lessons will involve reading from extracts and poetry where some students will have the opportunity to sight-read. Teachers will model reading as characters from scripts and define key words.

The Composite*

Students will sit an interim assessment to consolidate their knowledge of key vocabulary for each unit. They will also complete an end of unit practical performance assessment applying skills techniques they have covered. Students will create a movement sequenced performance applying choreographic skills and will devise a short performance based on Grimm's Tales as a stimulus and apply theatrical skills covered in the unit.

How does this connect to prior learning and where will this be revisited?

Connections to prior learning

- Storytelling, characterisation, and refining physical and vocal skills in Year 7

Where this will be revisited

- Each Unit 4 SOW in the KS3 curriculum is based on returning to and developing devising skills which leads on to KS4 GCSE Devising Unit completed in Year 10

*The composite means the end product or coming together of all that is learnt in the topic, unit or term. For example this could be a 'performance' in music or PE, an extended piece of writing in English or history, or the solving of a complex mathematical problem.

SUBJECT: Year 8 Geography - January to April

In Geography lessons between January and April, Year 8 students investigate the following topic:

- **Population and Migration**

What will students know?

- What the current global population is and how it is spatially distributed globally
- What the factors are which affect global population distribution
- How population has changed over time and what has caused this change
- How natural increase causes population growth
- How to interpret and use population pyramids
- What sustainable population growth might look like
- Causes of migration
- Case Study of Migration from Mexico to the USA: Causes; Impacts; Future
- Movement and issues facing refugees
- Case Study and investigation of migration to the UK

The Composite*

Students will be able to explain how and why the population of the world is distributed and how it has changed over time.

Students will be able to use their knowledge of population to investigate and explain migration and the issues surrounding it through different topical examples

How does this connect to prior learning and where will this be revisited?

Connections to prior learning

- National and Continental: Africa and Kenya (Year 7) - Inequality
- Global Biomes (Year 7) - Climate

Where this will be revisited

- Tectonic Hazards (Year 9 and Year 10)
- Development (Year 9)
- Changing Economic World and Urban Issues and Challenges - including investigating the Demographic Transition Model (Year 10 and Year 11 GCSE) and Migration and Human Rights (Year 12 and Year 13 A Level)

Core Concepts which are present throughout all Key Stages

- Scale
- Globalisation
- Sustainability
- Interdependence
- Inequality
- Climate Change
- Development
- Fieldwork

*The composite means the end product or coming together of all that is learnt in the topic, unit or term. For example this could be a 'performance' in music or PE, an extended piece of writing in English or history, or the solving of a complex mathematical problem.

SUBJECT: Year 8 Geography - January to April

In Geography lessons between May and July, Year 8 students investigate the following topic:

- Polar Environments

What will students know?

- Characteristics of polar environments
- Location of polar environments and clear linked explanations as to why they are located there, including Global Atmospheric Circulation
- How the biomes of rainforests and polar environments compare
- How animals and humans are adapted to the polar environments
- How food webs operate in polar environment and how this relates to interdependence
- How climate change is impacting polar regions
- How humans use the Arctic and Antarctica
- How the Antarctic Treaty was agreed and what it represents and enables in terms of development and interdependence
- How indigenous people of the Arctic exist and their relationship to the environment

The Composite*

Students will be able to explain and give examples of the characteristics of polar environments, as well as using this information to be able to explain the relationship humanity has with this biome

Students will be able to use their knowledge to build evidenced opinions about how humans use polar environments and what the future may hold

How does this connect to prior learning and where will this be revisited?

Connections to prior learning

- National and Continental: Africa and Kenya (Year 7) - Inequality
- Global Biomes (Year 7) - Climate
- Tropical Rainforest Climate (Year 8)

Where this will be revisited

- Sustainability and Climate Change (Year 9)
- Development (Year 9)
- Ecosystems (Year 10 and Year 11 GCSE) and Earth's Life Support Systems (Year 12 and Year 13 A Level)

Core Concepts which are present throughout all Key Stages

- Scale
- Globalisation
- Sustainability
- Interdependence
- Climate Change
- Development
- Fieldwork

*The composite means the end product or coming together of all that is learnt in the topic, unit or term. For example this could be a 'performance' in music or PE, an extended piece of writing in English or history, or the solving of a complex mathematical problem.

SUBJECT: Year 8 History - January to April

In history lessons between September and December Year 8 students study the following topic:

- **What is the legacy of slavery in the USA?**

What will students know?

- Akan society and culture before transatlantic slavery
- The development of the transatlantic slave trade and its impacts
- The US Civil War and the period of Reconstruction
- The KKK and Jim Crow laws
- The importance of 20th century campaigners like Booker T Washington, W.E.B Du Bois, Claudette Colvin and Rosa Parks
- The campaigns of Martin Luther King with a focus on Selma, Alabama
- The ideas of Malcom X and the development of the Black Power movement

The Composite*

Students will write an essay in which they evaluate the relative importance of different reasons for the changes in African American civil rights that took place in the 1960s.

How does this connect to prior learning and where will this be revisited?

Connections to prior learning

-This unit is underpinned by and interconnects with previous knowledge about the British Empire as well as the Industrial Revolution.

Where this will be revisited

- This unit will support students when they consider campaign movements, tactics and the actions of governments when they learn about women's suffrage (Year 8)
- The ideas and substantive concepts that appear in this unit will be revisited at the end of the curriculum in order to make connections (Year 9)

*The composite means the end product or coming together of all that is learnt in the topic, unit or term. For example this could be a 'performance' in music or PE, an extended piece of writing in English or history, or the solving of a complex mathematical problem.

SUBJECT: Year 8 History - April to July

In history lessons between April and July Year 8 students study the following topics:

- **Women's Suffrage: How did women achieve partial suffrage in 1918**

What will students know?

- The impact of the enlightenment on changing social and political attitudes
- The ideas of Mary Wollstonecraft and her significance
- 19th century attitudes to gender
- The emergence and development of the women's suffrage movement
- The work of the suffragettes with a case study of Emily Davidson
- The impact of WW1 on attitudes to women's suffrage

The Composite*

Students will write an extended essay which identifies the main reasons many women were able to vote by 1918. Within the essay students will make and explain judgments about their relative importance.

How does this connect to prior learning and where will this be revisited?

Connections to prior learning

- Imperialism and the growth of the British Empire 17th to the 19th Century (Year 7)
- The context of the industrialisation of Europe (Year 8)

Where this will be revisited

- Deepening knowledge of impact of the two world wars (Year 9)
- Understanding attitudes towards gender, social hierarchy and politics in Europe between the war (Year 10 and Year 11 GCSE)

*The composite means the end product or coming together of all that is learnt in the topic, unit or term. For example this could be a 'performance' in music or PE, an extended piece of writing in English or history, or the solving of a complex mathematical problem.

SUBJECT: Year 8 French - January to July

In French lessons between January and July Year 8 students study the following topics January to July:

Throughout:

- Learning difficult French phonics and aspects of French pronunciation.
- Practising the skills of Listening, Speaking, Reading and Writing in a foreign language.
- Retrieval of previously taught content.

January to March:

- Describing pets, colours and using the full paradigm of Avoir and Etre in the present tense.
- Adjectival agreements - rules of masculine and feminine.
- Describing free time activities, family members, where you live, nationality, where you come from and what language you speak, types of weather
- Using the full paradigm in the present tense, applying the rules of gender to possessive adjectives, using the present tense of Etre, Venir and Parler, using jouer and faire using
- Applying rules of position of adjectives and using prepositions (a, dans, en, au)

End of March - Mid June:

- Describing what I like and dislike, describing what I am like using a range of adjectives and using the auxiliary Etre in the present tense. Using ne...pas to express negative opinions.
- Learning about regular -er verbs in the present tense.
- Describing other people and using third person pronouns.

Mid-June to end of July

- Listing school subjects, expressing opinions about them and justifying those.
- Describing the food you eat at the canteen and using partitive articles
- Learning the time and describing your timetable.

What will students know?

- How to describe their pets, free time activities, family, where they live and their nationality.
- How to describe the weather in the present tense.
- How to describe their personality and express positive and negative opinions about hobbies using a range of -er verbs in the present tense.
- How to describe their timetable at school, express opinions about subjects and justify those.
- How to describe what they eat at the canteen for lunch.
- Using a range of pronouns.
- How to apply their knowledge of a range of phonics to French pronunciation.

The Composite*

Students will be doing pair work and reading and listening comprehension tasks, writing in the target language. Vocab tests will be completed three times a term. In their summative assessment, students will be tested on all of the above content. Once a term there are comprehension tasks on an authentic text.

How does this connect to prior learning and where will this be revisited?

Connections to prior learning

- Many of our students have no knowledge or only very superficial knowledge of French given the subject is not studied in Year 7. The fundamentals will be taught in a way that allows plenty of repetition and depth to promote understanding and memorisation. For those with prior knowledge, there will be opportunities for extension work.

Where this will be revisited

- The topics of family, pets, personality, free time will be revisited at the start of Year 9 (revision in Term 1) and Year 10 in Term 1.
- Food will be revisited in term 1 of Year 9 and in term 3 of Year 10.
- School will be revisited in term 2 of Year 11.
- Genders, agreements, prepositions, personal pronouns, present tense of -er verbs, faire and aller will be revisited in Year 9.
- Phonics will be revisited throughout Years 8 and 9.

*The composite means the end product or coming together of all that is learnt in the topic, unit or term. For example this could be a 'performance' in music or PE, an extended piece of writing in English or history, or the solving of a complex mathematical problem.

SUBJECT: Year 8 German - January to July

In German lessons between January and July, students study the following topics:

Throughout:

- Recapping and introducing key German phonics and applying these to German pronunciation.
- Practising the skills of Listening, Speaking, Reading and Writing in a foreign language.
- Retrieval of previously taught content.

January to March:

- How to compare places 'then' and 'now'. - How to describe in the past using *war*, *hatte* and *es gab*.
- How to discuss what activities were done on holiday, how you travelled and the weather using a variety of tenses

End of March - July:

- Talking about typical breakfasts, German food
- Understanding and using recipes and how to recognise the *du* form of imperatives.
- Talking about healthy lifestyles using the verb *muessen*.
- Understanding rules using *duerfen* and *muessen*.
- Discussing daily routines using reflexive and separable verbs.
- Understanding and giving directions using imperatives in the *du*, *ihr* and *Sie* forms.
- Describing a festival using adjectives to describe nouns.

What will students know?

- How to talk and write about their town both in the present and in the past.
- How to talk and write about a holiday they have been on and what they did and how they travelled there.
- How to use the present and past tense particularly in the first person, but developing in confidence in using a range of pronouns with conjugated verbs.
- How to apply their knowledge of a range of phonics to German pronunciation.

The Composite*

Students will be doing pair work and reading and listening comprehension tasks and writing in the target language. Vocab tests will be completed three times a term. In their summative assessment, students will be tested on all of the above content. Once a term there will be comprehension tasks on an authentic text and an opportunity to further embed phonics.

How does this connect to prior learning and where will this be revisited?

Connections to prior learning

- Students have learnt a year of German. The topics covered in Year 8 introduce new, more complex grammar, but pacing of teaching allows for the more basic concepts to be recapped and secured before moving on to the more complex.
- Aspects of grammar such as regular present tense verbs (*haben/sein*) and adjectival agreement have been taught in Year 7.

Where this will be revisited

- The topic of holidays (in the past, present, and future) will be taught in Year 11.
- The topic of free-time and leisure preferences will be taught in term 2 of Year 10.
- The topic of food will be taught in Year 11.
- Genders, agreements, prepositions, personal pronouns, present tense of regular and irregular verbs as well as the past tense will be revisited in Year 9.
- Phonics will be revisited throughout Years 8 and 9.

*The composite means the end product or coming together of all that is learnt in the topic, unit or term. For example this could be a 'performance' in music or PE, an extended piece of writing in English or history, or the solving of a complex mathematical problem.

SUBJECT: Year 8 Spanish - January to July

In Spanish lessons between January and July, students study the following topics:

Throughout:

- Learning difficult Spanish phonics and aspects of Spanish pronunciation.
- Practising the skills of Listening, Speaking, Reading and Writing in a foreign language.
- Retrieval of previously taught content.

January to March:

- Talking about holidays in the past, saying where you went using irregular verb *ir* in the preterite tense, and describing what you did using a full range of regular verbs in the preterite tense.
- Describing what you do in your free time with regards to using mobiles, listening to music and watching TV. Revisiting regular verbs in the present tense. Giving more complex opinions about activities using comparatives.
- Describing what there is and isn't at your school, using the key auxiliary verb *hay*.

End of March - July:

- Talking about other activities in the past tense and using a range of tenses.
- Talking about food and explaining preferences with more complex opinions. Begin to use negatives *no* and *nunca* in speaking and writing.
- Practise spoken Spanish by ordering food in a restaurant, using more formal language.
- Planning a party and using the near future tense to say what items and food you are going to buy.
- Describing a party using the three tenses - present, past and future - bringing together grammar learnt from terms 2/3 of year 8 Spanish with language from terms 5/6.

What will students know?

- How to describe a holiday in the past tense, using a range of -ar, -er, and -ir verbs, as well as some key irregular verbs.
- How to talk about free-time activities and preferences in relation to TV and music using a variety of different opinions.
- Talk about food and plan a (virtual) party.
- How to use three tenses in conjunction, particularly in the first person, but developing in confidence in using a range of pronouns with conjugated verbs.
- How to apply their knowledge of a range of phonics to Spanish pronunciation.

The Composite*

Students will be doing pair work and reading and listening comprehension tasks, writing in the target language. Vocab tests will be completed three times a term. In their summative assessment, students will be tested on all of the above content. Once a term there are comprehension tasks on an authentic text.

How does this connect to prior learning and where will this be revisited?

Connections to prior learning

- Though disrupted, students have learnt a year of Spanish. The topics covered in year 8 introduce new, more complex grammar, but pacing of teaching allows for the more basic concepts to be recapped and secured before moving on to the more complex.
- The topic of free time has been taught in Year 7. Aspects of grammar such as regular present tense verbs and adjectival agreement have been taught in Year 7.

Where this will be revisited

- The topic of holidays (in the past, present, and future) will be taught in term 1 of Year 10.
- The topic of free-time and leisure preferences will be taught in term 4 of year 10. Comparatives are taught again in term 1 of Year 9.
- The topic of food and celebrations will be taught in term 5 of year 9 and in term 2 of Year 11.
- Genders, agreements, prepositions, personal pronouns, present tense of regular -ar, -er and -ir verbs, will be revisited in Year 9.
- Phonics will be revisited throughout Years 8 and 9.

*The composite means the end product or coming together of all that is learnt in the topic, unit or term. For example this could be a 'performance' in music or PE, an extended piece of writing in English or history, or the solving of a complex mathematical problem.

SUBJECT: Year 8 Music - January to July

In Music lessons between January and July Year 8 students study the following topics:

- **Continued work on the Blues Music Project**
- **Gamelan Music of Indonesia**
- **Caribbean Music**

What will students know?

- An understanding of the history and context of Blues Music
- How to play the 12 bar blues chords and walking bass part.
- How to improvise a blues melody on the blues scale.
- An understanding of the Gamelan Music of Indonesia and how a Gamelan piece is constructed.
- Some of the main musical styles and instruments of the Caribbean Islands - including the music of Reggae, Soca, Calypso, Merengue and Salsa.
- The use of off beat chords, the hook, and basslines of reggae music.

The Composite*

Students will demonstrate their knowledge and learning in the following ways:

They will show their understanding of the key concepts and musical language for these topics through a written interim test which will focus on the relevant glossaries. Students will present their Blues performances in pairs on the keyboard for recording and assessment. They will perform their Gamelan compositions in small groups on the glockenspiels and percussion instruments. They will also perform the Reggae piece "Three Little Birds" in pairs on the Keyboards, demonstrating their understanding of off beat chords, the hook, and reggae basslines.

How does this connect to prior learning and where will this be revisited?

Connections to prior learning

- Composition skills will be connected to prior learning in Year 8 terms 1 and 2 through the Theme and Variations Topic where students discovered how to develop a musical idea and modify it through varying it.
- Further composition skills will be connected through the use of scales in Year 7 in the Chinese pentatonic project and the Planets suite programme music topic.
- The use of chords in Reggae music connects to the understanding of chords used in the 12 bar blues project.

Where this will be revisited

- In Year 9, students will continue to develop their listening, appraising, performance and compositional skills through the use of keyboards, djembes, and the musical software of bandlab as they study West African Music, Cover Versions and Music for Film.

*The composite means the end product or coming together of all that is learnt in the topic, unit or term. For example this could be a 'performance' in music or PE, an extended piece of writing in English or history, or the solving of a complex mathematical problem.

SUBJECT: Year 9 PE - January to April

In PE lessons between January and April Year 9 students study the following topics (dependant on groups)

- (Pe1 - Football/Basketball / Pe2 - Rugby/Gymnastics / Pe3 - Netball/Rugby / Pe4 - Dance/Football)

What will students know?

The fundamental movement skills and components of fitness required to perform skills competently.

These skills are well embedded in students but are referred to specifically in warm ups as a foundation component of each lesson. For example, in rugby when focusing on evasion or back play then agility, reaction time, and sprinting are incorporated and referred back to.

The techniques and teaching points to perform specific skills effectively.

Skills from Y8 are revisited for proper technique and referred to in a more conditioned scenario and shown how effective execution is beneficially to a team. For example, in netball the correct selection of pass is vital to execute a set play.

The rules, strategies, and tactics required for the activity.

This pillar is a primary focus for lessons in Y9. Students are taught how to play in a variety of positions as part of team strategy. For example, in football students are taught how to attack from width effectively and how to defend as a team from a team playing from wide.

How to participate healthily in football, rugby, netball and dance.

Effective participation is aligned closely to effort and consciousness to perform. In Dance, healthy participation is shown through cooperating with others to be creative and then being an active participant in performance.

The Composite*

In each lesson the composite is performance of the skill outlined in the learning objective. The assessment process in PE is on a lesson by lesson basis, accompanied by a final assessment at the end of the unit. This is either through performance in competition or isolated practice activity. For example, in Gymnastics the composite is a performance of a routine which incorporates skills worked on. At the end of that unit of work a larger performance is the culmination of the term's work.

How does this connect to prior learning and where will this be revisited?

Connections to prior learning

The fundamental skills for football, rugby, and netball are tested during these units of activities by being more vital to team performance. For example, in netball successful execution of passes (Y7) alongside selecting the correct pass (Year 8) are vital components in order to be able to play as part of a tactical plan.

Where will this be revisited?

In KS5 lessons for team sports are based around competition and a 'games for understanding' approach. Lessons are structured like coaching sessions and the priority is active participation with a teaching focus on improving performance.

*The composite means the end product or coming together of all that is learnt in the topic, unit or term. For example this could be a 'performance' in music or PE, an extended piece of writing in English or history, or the solving of a complex mathematical problem.

SUBJECT: Year 8 Religious Studies - January to July

In RS lessons between January and July Year 8 students study the following topics:

- **Philosophy of Religion**
- **Belief and Practice**

What will students know?

Philosophy of Religion

- What is Philosophy of Religion
- Analogies
- Design Argument
- Evolution Arguments
- Miracles
- Religious Experience
- Problem of Evil

Belief and Practice

- Can we ever understand someone else's point of view?
- How do people and groups put their beliefs into practice?
- The Role of Sacred Texts
- Beliefs and Practices LGBTQ+ case study
 - Historical context
 - Six world religions

The Composite*

Students will produce a written response to the following evaluative Core Assessment Question:

'There is sufficient evidence to prove the existence of God'.

Within the answer students need to evaluate this statement by providing a range of arguments that are well-supported with reasons and evidence.

Therefore they will be able to use knowledge to:

- Explain the different arguments for the existence of God
- Understand the different approaches to the concepts of truth and evidence
- Understand the relationship between sources of authority to truth and evidence
- Have considered their own personal responses to the arguments for the existence of God

Students will produce a written response to the following evaluative Core Assessment Question:

'Beliefs and practices are unaffected by changes in society over time'.

Within the answer students need to evaluate this statement by providing a range of arguments that are well-supported with reasons and evidence.

Therefore they will be able to use knowledge to:

- Understand that there is diversity of belief and practice within as well as between religions
- Understand how different sources of authority and their interpretations can inform beliefs and practices
- Have considered their own personal responses to the various religious perspectives covered

How does this connect to prior learning and where will this be revisited?

Connections to prior learning

- Students will have studied a variety of religions and all of this prior knowledge can be drawn upon and secured further through study and comparison in the sources of authority module
- The influence of sources of authority on beliefs and practices (Year 7 and Year 8)

Where this will be revisited

- Understanding British Values, human rights including freedom of expression in GCSE Citizenship
- Core religious beliefs and practices make up 50% of the GCSE in RPE. Concepts referred to within philosophical and ethical themes.

*The composite means the end product or coming together of all that is learnt in the topic, unit or term. For example this could be a 'performance' in music or PE, an extended piece of writing in English or history, or the solving of a complex mathematical problem.

