



THE CHERWELL SCHOOL
OPPORTUNITY, RESPONSIBILITY, EXCELLENCE

YEAR 8

Curriculum Booklet

Sept to Dec 2021

SUBJECT: Year 8 English - September to January

In English lessons between September and January year 8 students study the following topics:

- Steinbeck's novella *Of Mice and Men*
- Naturalism as a genre including works by a range of different authors

What will students know?

Reading

- The plot and narrative structure of *Of Mice and Men* (OMAM)
- John Steinbeck's place in American literary context/Naturalism and how this is clear in the text
- The cultural significance of OMAM and links to context (*Including: American Dream, American depression, itinerant workers, dust bowl and impact on migration, attitudes to women, racial prejudice and segregation, Grapes of Wrath and connection to OMAM.*)
- Analysis of (increasingly subtle) choices of language, language techniques, grammar and structure – including structure of extracts
- Vocabulary specific to Naturalism and *Of Mice and Men*
- Reading for information from non-fiction articles
- How to structure an analytical response and how to link a text to context and writer's purpose

Writing

- Conventions of Naturalism as a genre
- How to mirror the descriptive style of Steinbeck (Naturalism) through language, structure and sentence structures
- How to use a picture for a stimulus for a piece of writing
- Embedded SPaG including sentence accuracy and variation for description.

The Composite*

Students will write an extended essay which explores a central theme or character from the novel and will be able to explain the writer's language choices in relation to these ideas. Within this essay, students should be able to make links to context and how the novel is a reflection of its time.

Students will write a creative piece that aims to emulate some of the key features of Naturalism as genre and imagery that they have studied.

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

Connections to prior learning

- Y7 Gothic genre - Naturalism as the antithesis to Gothic
- Building on language analysis skills developed in Y7

Where this will be revisited

- Y9 - Rhetorical writing on issues of inequality
- Y9 and Y10 descriptive writing - writing using genre

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MATHS: Year 8 Maths - September to December

In maths lessons between September and December year 8 students study the following topics:

- Number theory
- Algebra
- Area
- Constructions
- Transformations (core and extension only)
- Angles, time and timetables (support only)

What will students know?

- How to express a number as a product of its prime factors
- How to find the highest common factor and lowest common multiple of two or more numbers
- The laws of indices
- How to solve two-step linear equations
- How to form simple equations
- How to solve a simple inequality and represent it on a number line
- How to find the area of a trapezium
- How to construct triangles
- The definition of congruence
- How to rotate, translate, reflect and enlarge shapes on coordinate axes (core and extension groups)

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:

- Finding and identifying, primes, factors, multiples and powers.
- Conventions of algebraic notation and writing and simplifying expressions.
- Area of rectangles, triangles and composite shapes
- Coordinates

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.

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SUBJECT: Year 8 Science: Topic 8.1 Digestion and Respiration- September to December

In science lessons between September and December year 8 students study the following topics:

- **Digestion**
- **Respiration**

What will students know?

- The body needs a balanced diet with carbohydrates, lipids, proteins, vitamins, minerals, dietary fibre and water, for its cells' energy, growth and maintenance.
- Organs of the digestive system are adapted to break large food molecules into small ones which can travel in the blood to cells and are used for life processes
- Respiration is a series of chemical reactions, in cells, that breaks down glucose to provide energy and form new molecules. Most living things use aerobic respiration but switch to anaerobic respiration, which provides less energy, when oxygen is unavailable.
- In gas exchange, oxygen and carbon dioxide move between alveoli and the blood. Oxygen is transported to cells for aerobic respiration and carbon dioxide, a waste product of respiration, is removed from the body.
- Breathing occurs through the action of muscles in the ribcage and diaphragm. The amount of oxygen required by body cells determines the rate of breathing.

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 food groups, how to test for them and how to plan a balanced diet. That they can identify the key parts of the digestive and respiratory systems and their functions and can link the adaptations of organs to their function and describe how organ systems are arranged. They can explain how diffusion and gas exchange work and can explain the mechanism of breathing.

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 identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. They could recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function and describe the ways in which nutrients and water are transported within animals, including humans.
- From the Key stage 3 National Curriculum, students will have learnt the hierarchical organisation of multicellular organisms: from cells to tissues to organs to systems to organisms and the specialised cells that feature in these specific body systems.

Where this will be revisited

- During Year 10 biology students will revisit this topic again during the organisation topic, where we study the structure and function of the digestive, circulatory and respiratory systems in more detail. We also look at the effect of exercise on the body, during the bioenergetics topic.

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SUBJECT: Year 8 Science: Topic 8.2 Atoms, Elements and Compounds - September to December

In science lessons between September and December year 8 students study the following topics:

- **Atoms, Elements and Compounds**

What will students know?

- Most substances are not pure elements, but compounds or mixtures containing atoms of different elements. They have different properties to the elements they contain.
- The elements in a group all react in a similar way and sometimes show a pattern in reactivity. As you go down a group and across a period the elements show patterns in physical properties.
- Combustion is a reaction with oxygen in which energy is transferred to the surroundings as heat and light.
- Thermal decomposition is a reaction where a single reactant is broken down into simpler products by heating.
- Chemical changes can be described by a model where atoms and molecules in reactants rearrange to make the products and the total number of atoms is conserved.
- Metals and non-metals react with oxygen to form oxides which are either bases or acids.

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 history of the development of the atom and the Periodic Table. Students will be able to identify elements, mixtures and compounds from definitions and particle diagrams. Students will know the properties of metals and non-metals. Students will learn and carry out key chemical reactions.

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

Connections to prior learning

From the Key stage 2 National Curriculum

- Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets
- Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.

From the Key stage 3 National Curriculum

- Reactants turn into products and a new product is formed when a chemical reaction occurs, this is observed by a colour change, bubbling, a new substance and sometimes a measurable temperature change. The products of common reactions with acids and how to test for hydrogen and carbon dioxide. Combustion is a reaction with oxygen in which energy is transferred to the surroundings as heat and light.

Where this will be revisited

Year 9 Chemistry. Chemical Changes

Year 10 Atomic Structure and the Periodic Table

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SUBJECT: Year 8 Art - September to December

In Art lessons between September and December year 8 students study the following topic:

- **Landscape**

What will students know?

- The key characteristics required to define a piece of 'Landscape' artwork.
- The range of artwork the artist Vincent van Gogh created.
- How to analyse a Landscape painting by the artist Vincent van Gogh.
- How to mix colours using oil pastels.
- The information the colour wheel provides linked to colour mixing.
- How to mix colours with paint using a range of techniques.
- How to produce a range of effects with paint using different painting techniques.
- The range of landscape based artwork the artists Georges Seurat, Paul Signac and Gustav Klimt created.
- How to use Pointillism to visually mix colour with paint.
- How to make use of perspective and mark making to draw landscapes.
- How to use the rule of thirds to plan the composition of a landscape painting.

The Composite*

- A Landscape painting inspired by the style of one or more of the following artists; Vincent Van Gogh, Georges Seurat, Paul Signac and Gustav Klimt.

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

Connections to prior learning

- Colour theory linked to Still Life paintings created by Michael Craig-Martin (year 7).
- Use of mark making to show tonal range and texture when drawing from individual objects (year 7)
- Consolidation and recall of Art skills, knowledge and experiences at Key stages 1 & 2 using paint

Where this will be revisited

- In year 9 students will learn how to refine and adapt their painting skills appropriate to their personally developed ideas.
- Painting and the use of colour provides a key foundation for practical learning in Art and will be revisited throughout Key Stages 4 and 5.

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SUBJECT: Year 8 DT - September to December

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

In year 8 lessons between September and December 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	Students will produce a well made and finished copper tea	Students will produce a printed seat for their stools. They will

design for a cafe on the River Cherwell.	light holder. They will be able to sequence tasks appropriately and work independently and safely in the workshop in metal.	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 - 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.
Food	Electronics	Timbers
<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. 	<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 a light censoring night light. 	<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.

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SUBJECT: Year 8 Computing - September to December

In computing lessons between September and December year 8 students study the following topics

- **Recap best practice using Google Workspace**
- **Data Representation, Bit, Nibble & Byte**
- **Data representation, ASCII and Encryption**
- **Data representation Hex, Unicode**

What will students know?

- Reminder on how to PC or chromebook from school and from home
- Reminder on navigating and using the apps in Google Workspace
- Data Representation
 - Bit, Nibble and Bytes
 - Introducing Kilobytes, Megabytes, Gigabytes and Terabytes
 - Scenario based file size calculations
 - Data representation
 - American Standard Code for Information interchange (ASCII)
 - Data representation
 - Hexadecimal
 - Unicode
 - What is Encryption and why do we use it?
 - Caesar Cypher (paper based encryption)

The Composite*

Be able to work confidently with Google Workspace applications that all subjects will possibly be using, especially for homework.

Increased depth of knowledge of how the binary and hexadecimal system is used to represent language character sets, ASCII and Unicode

Understanding the basic principles of Encryption, why we use it and how it is achieved using the ASCII system.

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

Connections to prior learning

- Google Workspace is a topic that is taught consistently across the year groups to ensure best practice is followed within the school. All teachers will be using Google Workspace in this way.
- Binary, data representation have been introduced in year 7
 - Upto 4 bits (Nibble)

Where this will be revisited

- Google Workspace will be revisited at the start of year 9 to ensure consistency across the school.
- Binary and Hexadecimal will be revisited in year 9, representing colour in Binary
- ASCII and encryption will be revisited in year 9 to be programmed in Python

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SUBJECT: Year 8 Drama - September to January

In Drama lessons between September and January year 7 students study the following topics:

- **Foundation Skills**
- **Dramatic Tension**

What will students know?

Students will know the following key drama skills and techniques for foundation skills unit:

Still image, transitions, thought tracking, narration, improvisation, physical and vocal skills

Students will apply the following skills and techniques for intermediate unit Dramatic Tension:

States of tension, soundscape dramatic climax and anticlimax, melodrama

These skills will be taught in stand alone lessons for the first 7 weeks and then applied in an end of unit performance assessment.

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 complete an interim assessment of the key vocabulary for each unit. Students will also complete an end of unit performance where they can apply the skills and techniques they have been taught. For Unit 1 foundation skills, students demonstrate their stagecraft through creating a version of the story An Old Man and His Grandson. For Unit 2, students will apply the features and states of dramatic tension, with reference to melodrama into a performance piece.

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

Connections to prior learning

- Students will have covered the foundation skills theoretically in Year 7. Students will now apply these skills in a practical environment
- Students have explored the features and roles of creating a production. Students will take on these roles when creating group performances

Where this will be revisited

- Year 8 unit 3: Physical Theatre
- Year 8 unit 4: Devising
- Foundational skills will be revisited and developed at a higher level at the start of year 9

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SUBJECT: Year 8 Geography - September to December

In Geography lessons between September and December year 8 students investigate the following topic:

- **Tropical Rainforest Biome**

What will students know?

- Where tropical rainforests are located and be able to explain the reasons why they are located there
- What the climate is like in the rainforest and the factors affecting them, including an explanation of convectional rainfall
- The different layers of the rainforest and the characteristics of these layers
- How and why plants have adapted to life in the rainforest
- How food chains and nutrient cycles influence the rainforest and why they are important
- Impacts of and reasons for deforestation with a focus on the Amazon Rainforest
- How deforestation influences people in the rainforest with a focus on tribes
- Reasons for and against the use of the rainforest (economic, social and environmental)
- How the rainforest can be developed sustainably, using focussed examples

The Composite*

Students will be able to explain the characteristics and climatic conditions of the rainforest, and relate them to human activities which occur in and around the biome

Students will be able to use their knowledge to help explain and debate how and in what scope the rainforest should be used to benefit human life, using connectives and contrasting comparative language and 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)
- Global Biomes (year 7)

Where this will be revisited

- How can we reduce human impact on the planet (year 9)
- Ecosystems (year 10 and year 11 GCSE)

Core Concepts which are present throughout all Key Stages

- Globalisation
- Sustainability
- Interdependence
- Inequality
- Climate Change

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SUBJECT: Year 8 History - September to December

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

The Rise of the Machines: Did the benefits of the Industrial Revolution outweigh the problems?

What will students know?

- Changes in working life and the impacts of urbanisation
- The nature of new types of job in the Industrial Revolution
- The impact of the revolution in transport, particularly railways
- The discoveries and improvements in science and medicine during the Industrial Revolution
- Evaluation of the degree of change in medicine in the period
- The usefulness of Oliver Twist as a source for learning about experiences of the Industrial Revolution

The Composite*

Students will write an essay in which they evaluate the degree to which the benefits of the Industrial Revolution did outweigh the drawbacks

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

Connections to prior learning

- This unit builds on and contrasts with the Medieval life work in terms of structures of life, power and government (year 7)

Where this will be revisited

- This unit will support students' sense of period and context when they learn about changing attitudes to women's suffrage (year 8)
- The interlinked nature of the Industrial Revolution, the British Empire and the transatlantic slave trade means that aspects of this unit will re-appear in a number of guises (year 8)

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SUBJECT: Year 8 MFL - French - September to December

In French lessons between September and December year 8 students study the following topics

- Greeting people and Introducing yourself
- Describing your classroom
- Talking about hobbies and expressing simple opinions of like and dislike
- Learning the rules of gender, number and agreements, articles
- Learning difficult French phonics and aspects of French pronunciation.
- Practising the skills of Listening, Speaking, Reading and Writing in a foreign language.

What will students know?

- How to introduce themselves and provide information about themselves in speaking and writing.
- How to ask fundamental questions on the topic: What is your name? How old are you? When is your birthday? Do you like...?
- A range of hobbies and the verbs jouer and faire in the Je and Tu forms of the present tense.
- A range of nouns and fundamental instructions on the topic of My classroom to promote the use of the Target Language.
- Numbers from 1 to 31.
- How to use The and A in French applying the rules of gender and number
- How to pronounce a range of specific French phonics.

The Composite*

Communicate verbally and in writing, giving and seeking information about themselves and applying rules of gender to nouns.

Be able to seek information and answer fundamental questions about likes and dislikes.

Count with confidence and complete number calculations in French

Apply complex pronunciation patterns when reading aloud new words or short texts.

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.

Where this will be revisited

- The topics of personal identification will be revisited at the start of year 9 (revision in Term 1) and year 10.
- Numbers, hobbies and likes and dislikes will be revisited later in the year and in year 9.
- Genders, agreements, phonics, the verbs faire and jouer will be revisited later in year 8 and 9.
- Phonics will be revisited throughout years 8 and 9.

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SUBJECT: Year 8 MFL German - September to December

In German, lessons between September and December year 8 students study the following topics:

- Revising greeting people and introducing yourself (name, age, birthday and numbers)
- Revising present tense verbs and how to conjugate the I, You, He/she form.
- Learning about the topic of media.
- Learning about the topic of Holidays and using the past tense to talk about past holidays.

What will students know?

- Recapping how to introduce themselves and give information about themselves in speaking and writing tasks. Recapping the present tense of key verbs.
- How to discuss film, TV programmes and reading preferences.
- How to discuss screen time and use modal verbs (sollen, dürfen and können).
- How to compare places 'then' and 'now'.
- How to describe in the past using war, hatte and es gab.
- How to discuss what you did on holiday, using the perfect tense with 'haben'
- How you travelled, using the perfect tense with 'sein'
- Talk about the weather both in the present and past tense.
- Practise the skills of Listening, Speaking, Reading and Writing in German.
- How to pronounce a range of specific German phonics.

The Composite*

Communicate verbally and in writing on the topic of Media (film, TV programmes and reading) in the present and understand texts in the present and perfect tense.

Verbally discussing screen time and be able to use modal verbs to say what they should do to minimise screen time.

Be able to talk about their reading preferences.

Compare towns in the past and in the present.

Confidently using the past tense to talk about a past holiday and talk about how they travelled and what they did.

Be able to apply pronunciation patterns when reading aloud new words or short texts.

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

Connections to prior learning

The basics of the language and the present tense were taught in year 7 but these will be revisited at the start of year 8.

Where this will be revisited

- The topics of personal identification will be revisited at the start of years 8 and 9 (revision in Term 1) and year 10.
- Numbers will be taught and revisited on a regular basis.
- Phonics will be revisited throughout years 8 and 9.

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SUBJECT: Year 8 MFL Spanish - September to December

In Spanish lessons between September and December year 8 students study the following topics

- Describing a town using *hay* and *no hay*
- Telling the time in Spanish and saying what time you do activities in town, using the verb *ir* in the present tense
- Ordering in a café, using the verb *querer*
- Talk about what you are going to do in the near future
- Talking about holidays in the past, using regular -ar, -er and -ir verbs
- Revising the rules of gender, number and agreements, articles
- Recapping Spanish phonics and aspects of Spanish pronunciation.

What will students know?

- How to describe where they live in speaking and writing, naming what there is/isn't
- How to tell the time in Spanish and say what time they do activities in town
- How to order food in a café, and express what they want using *querer*
- Say what you are going to do in the near future in the yo form, recognising the tú form
- A range of nouns and questions on the topic of holidays to promote the use of the Target Language, and say what you did on holiday using the past tense
- Recapping the indefinite article (a, the) and rules of gender and number
- How to pronounce a wide range of specific Spanish phonics.

The Composite*

Communicate verbally and in writing, giving and seeking information about where they live
Communicate the time in Spanish and order in a café saying what you want
Be able to use a range of tenses (present, past and near future) with growing confidence
Apply complex pronunciation patterns when reading aloud new words or short texts.

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

Connections to prior learning

- The learning of our students was disrupted in year 7 and our curriculum takes this into account. We have started year 8 using the previous year's textbook to ensure that key content is covered to allow a logical progression. The approach to learning will make room for revision, re-learning (where needed) and depth to allow for memorisation and understanding.

Where this will be revisited

- The topics of local area are covered again at the beginning of year 9 and at the end of year 10
- The near future and past tenses are revisited at the beginning of year 9
- The topic of food is covered again in year 11
- Key grammar such as agreement (gender, number) is frequently revisited throughout year 8

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SUBJECT: Year 8 Music - September to December

In Music lessons between September and December year 8 students study the following topics:

- **Theme & Variations Form.**
- **Blues Music**

What will students know?

- How to compose and perform in the theme and variation structure.
- Various techniques needed to change and vary the Frere Jacques theme including use of the minor key, retrograde and addition of simple chords.
- How to listen to and appraise music from the western classical tradition and how to play the Blues scale and Blues chords.
- The stylistic features of Blues Music.
- Twelve bar blues pattern, bass line and improvisation techniques.
- How to listen to and appraise music from other linked popular music, and its connections and cultural origins to western classical music and other world music

The Composite*

The knowledge and skills that the students have gained will be assessed through a performance and a composition.

Students will compose their own set of variations on the Frere Jacques theme and this will be performed in pairs to the whole class.

They will also perform a 12 bar blues performance to include all of the stylistic features of the blues, based on 12 bar blues chord progressions, walking bass lines and notes of the blues scale.

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

Connections to prior learning

Building on the KB skills gained in year 7 and the knowledge of music notation, harmony and chords, students will create and perform their own pieces in the above styles, but will now be able to perform an individual part alongside a partner playing a different part and maintain their own role throughout the piece.

Where this will be revisited

In future topics, students will continue to listen to, appraise, compose and perform in various styles from both western popular and world music traditions. The knowledge gained through an understanding of how to vary a theme and how to use chords will provide a foundation on which they can continue to compose, create and perform music in the future.

*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 PE - September to December

In PE lessons between September and December year 8 students study the following topics (dependent on groups)

- **Invasion games (Football / Rugby / Basketball / Netball)**
- **Aesthetic (Dance / Gymnastics)**
- **Problem Solving**

What will students know?

- **How to perform advanced skills for each activity.**

Invasion Games - The skills of passing will be developed in terms of precision and accuracy; receiving a ball will be developed and students will increase their knowledge of rules of the game and will be more confident in demonstrating their understanding.

Aesthetic - Students will develop their ability to show a range of movements, balances and choreographic elements with increasing confidence and body tension. They will know some aesthetic devices to add interest to their performance.

How to use key concepts

Invasion Games - Students will know how to combine select fundamental skills to create more complex skills in a game context, for example, creating space to receive a pass from a teammate and then choosing an appropriate pass to progress the game in netball. They will know a range of rules of the game and be more confident in expressing these.

Aesthetic - Students will know how to incorporate more complex skills such as partner balances into performance which builds on their work on this from Year 7. They will have a greater knowledge of techniques to allow everyone in their group to work to their potential; including the ability to use canon and unison in their performances.

- **The importance of each skill in relation to the wider context**

Invasion Games - Students will know how a series of skills fits into the whole game situation as more focus is on conditioned games to allow these skills to be evident.

Aesthetic - Students will be able to use and gain insight from more complex stimuli to enhance their choreography. They will know how to use a range of techniques such as counter balance/tension to aid their work.

The Composite

Be able to use more complex skills in isolation and more competitive scenarios in a variety of invasion games. Students will use aesthetic skills learnt as part of group and individual performance.

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

Connections to prior learning

- The advanced skills build on the core skills learnt in Y7. For example in Rugby, students learnt to pass in Y7 and in Y8 they are using this skill in a variety of ways as part of a back movement.
- The performance elements added to Dance and Gymnastics allow students to add creativity to the foundation knowledge and skills they learnt in Y7.

Where this will be revisited

- Invasion Games in Y9 are focused on strategic and tactical development, for example learning about how to play in different formations effectively (both as an individual and as a team) in Football. In order to do this effectively the skills learnt in Y8 will form the foundation of these lessons and will be used as warm up and starter activities.

SUBJECT: Year 8 Religious Studies - September to December

In RS lessons between September and December Year 8 students study the following topics:

- **Indigenous Spirituality: The First Australians**

What will students know?

- Concept of Indigenous Spirituality
- Who are the First Australians
- The concept of the Dreaming
- Stories from the Dreaming as narrative sources of authority
- British colonial invasion and the role of Christianity
- The Stolen Generations

The Composite*

Students will produce a written response to the Core Assessment Question 'Beliefs and practices are unaffected by changes in society over time'. Within the written answer students will:

- Describe the role of the Dreaming stories to the First Australians and their interpretation
- Explain the impact of invasion and colonisation on indigenous spirituality
- Explain the relationship between Christianity and colonisation
- Have considered their own personal responses to the knowledge covered

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

Connections to prior learning

- Personal reflection on and response (year 7)
- The influence of sources of authority on beliefs and practices (year 7)

Where this will be revisited

- Personal reflection on and response (year 8)
- The influence of sources of authority on beliefs and practices (year Y8)

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