

Walthamstow Academy – Year 8 Curriculum Experience

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Welcome to the Curriculum Experience for Year 8!

In this Curriculum Experience you can look at everything you'll be studying this academic year: all the brilliant topics you'll be learning about and the knowledge and skills you will gain. You can also see what assessments are going to be set each half term in each subject, so you can plan your revision and prepare yourself for your assessments. Our teachers have also included information for you on what extra-curricular opportunities you can pursue in order to study subjects and topics in more depth – from books, to websites, to documentaries, to places to visit.

If you have any questions about anything in this document, you can ask your subject teacher, your form tutor or your Head of Year.

| Term | ENGLISH Curriculum Content | Assessment(s) | Extra-Curricular Options (Places to visit; videos, wider reading; clubs to join) |
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| <p>Year 8 English Curriculum Overview: <i>Students build on the foundation of knowledge and skills taught in Year 7 to further develop their analytical writing. They study the Gothic as a genre and are introduced to the key 19th century context of Romanticism and Enlightenment, as well as considering the impact that religion has on literature. Students consolidate the analytical framework they have been taught in Year 7 and begin to tackle increasingly challenging texts, which help develop original and critical thoughts. This includes the study of Shakespeare and how his plays are influenced by the context in which they were written. They also study Social Protest Poetry which allows them to engage with the world and issues around them, ensuring that students can articulate their views and feel empowered to comment on real-life issues. Students build on their love of reading, continuing to have regular reading lessons that offer a diversity of modern authors, facilitating rich discussion and building on their skills of literacy. This is furthered by their study of Dystopian Fiction and Creative Writing.</i></p> | | | |
| <p>Year 8 HT1</p> | <p>Unit Title: Frankenstein Students are introduced to 19th century literature through Mary Shelley’s Frankenstein. By looking at key context of the 1800s, students are introduced to the artistic and cultural movement that influenced and shaped literature. Students begin to look at thematic study across a novel, and further develop their skills of analysis. Students will learn about:</p> <ul style="list-style-type: none"> • An introduction to the Gothic genre • Analysing a theme across a novel • The context of Romanticism, the Enlightenment and key psychological theories | <p>Formative assessment: Essay on either theme or character based on an extract. Summative Assessment: Essay on either theme or character based on an extract.</p> | <p>Watch: BBC documentary: The Strange Case of Frankenstein Young Writer’s: Twisted Tales short story competition Visit: British Museum and Enlightenment Room</p> |
| <p>Year 8 HT2</p> | <p>Unit Title: Romeo and Juliet Students continue their study of Shakespeare through one of his most famous works ‘Romeo and Juliet’. Students are introduced to the context of the Elizabethan era and study the impact that religion can have on literature. Students develop their understanding of Shakespeare’s use of language and form and solidify their ability to make links between their analysis and contextual influences. Students will learn about:</p> <ul style="list-style-type: none"> • The dual context of Elizabethan England and traditionally Catholic Europe • Linking analysis to contextual features • Themes of masculinity, relationships, fate and power. | <p>Formative assessment: Thematic essay on an extract Summative assessment: Thematic essay on an extract</p> | <p>Watch: Baz Luhrmann’s 1996 version of Romeo and Juliet Visit: Shakespeare’s Globe Theatre</p> |
| <p>Year 8 HT3</p> | <p>Unit Title: Social Protest poetry The study of an anthology of poems allows students to explore symbolism across a common theme. Supported by a range of non-fiction articles, students are encouraged to critically engage with concepts of oppression, marginalisation, and discrimination across a range of time periods and contexts. Students will learn about:</p> | <p>Mid-Year Exam: Reading: Students write an essay on either a character of theme using an extract from ‘Romeo and Juliet’</p> | <p>Non-Fiction articles on the topic of social protest, accessible via The Day. Further reading around the theme of social protest is</p> |

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| | <ul style="list-style-type: none"> Analysing a theme across literature of different contexts and time periods. Developing analytical writing Making links between literature and the world around them. | <p>Writing: Fiction Writing. Students write a descriptive/narrative story</p> <p>Formative Assessment: Thematic essay on one poem from the anthology.</p> <p>Summative Assessment: Thematic essay on a different poem from the anthology.</p> | available from the school library. |
| Year 8 HT4 | <p>Unit Title: Fiction Writing Building on their creative writing work in year 7, students develop their writing around our core principles of fluency, clarity and accuracy. Students continue to practise structuring their story, introducing a cyclical narrative, and developing increasingly sophisticated vocabulary. Students will develop skills of:</p> <ul style="list-style-type: none"> Structuring a piece of creative writing Developing their use of descriptive language Introducing ambitious vocabulary into their writing | <p>Formative Assessment: Write a descriptive or narrative story.</p> <p>Summative Assessment: Write a descriptive or narrative story.</p> | <p>Young Writer's 'Empowered' Poetry competition</p> <p>Creative Writing club</p> <p>Wider fiction reading for students' pleasure (students will have access to books via Sparx Reader from their reading lessons)</p> <p>KS3 Book Club</p> |
| Year 8 HT5 | <p>Unit Title: Dystopian short stories Students are introduced to Dystopia as a genre, and the key concepts of technological control and totalitarianism. Students begin to analyse the narrative structure of a short story as a whole and consolidate their understanding of symbolism across a collection of stories. Students will learn about:</p> <ul style="list-style-type: none"> The dystopian concepts of technological dangers, government control and environmental destruction Authorial intent and writer's message Analysing structural features of a short story. | <p>Formative Assessment: Essay on a character or theme from one story in the anthology.</p> <p>Summative Assessment: Essay on a character or theme from one story in the anthology</p> | <p>Further Dystopian reading available from the school library:</p> <ul style="list-style-type: none"> Huger Games Divergent The Maze Runner <p>Creative Writing club</p> |

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| <p>Year 8 HT6</p> | <p>Unit Title: Community Writing – writing to a care home To end the year, students complete a unit of work that allows them to connect with our local community. Students write a letter to a resident in a local care home, finding out about their lives and experiences and learning how to structure a letter effectively. This unit allows to understand the value of formal writing for a genuine purpose, developing their life skills and allowing them to engage with the world around them. Students will learn about:</p> <ul style="list-style-type: none"> • Form, audience and purpose in non-fiction writing • Adapting their register for formal writing • Developing skills of planning, editing and re-drafting | <p>End of Year PPE: Reading: Students write an essay on either a character of theme using a story from the Dystopian anthology Writing: Fiction Writing. Students write a descriptive/narrative story</p> | <p>Visit: visiting the care home Read: reading examples of famous letters Newspaper Club</p> |

| Term | MATHS Curriculum Content | Assessment(s) | Extra-Curricular Options (Places to visit; videos, wider reading; clubs to join) |
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| Year 8 Curriculum Overview: <i>The Year 8 maths curriculum builds on skills developed in Year 7 and also covers the following topics: Number, Algebra, Shapes, Measure and Data</i> | | | |
| Year 8 HT1 | Students will study: <ul style="list-style-type: none"> • Powers and Roots • Prime Factorisation • Rounding • Fractions | <p>End of topic tests – 30 mins each</p> <p>Assessment week tests (5 in total)</p> | Students are encouraged to work on XP section of Sparx and explore the topics taught in greater depth. Maths games on Sparx |
| Year 8 HT2 | Students will cover: <ul style="list-style-type: none"> • Solving equations 1 • Coordinates and basic graphs • Units of measurement | | Watch the following films Hidden figures Cube |
| Year 8 HT3 | Students will cover: <ul style="list-style-type: none"> • Angles in Parallel Lines • Circumference • Direct Proportion | | UKMT clubs for selected pupils |
| Year 8 HT4 | Students will study: <ul style="list-style-type: none"> • Fractions, decimals, and percentages • Percentage calculations • Ratio 1 | | Visit Bank of England Science Museum V&A Museum Bletchley Park |
| Year 8 HT5 | Students will study: <ul style="list-style-type: none"> • Area of circles and trapezia • Statistics 1 (presenting and interpreting data) • Averages and Spread | | |
| Year 8 HT6 | Students will study: <ul style="list-style-type: none"> • 3-D visualisation • Volume 1 | | |

| Term | SCIENCE Curriculum Content | Assessment(s) | Extra-Curricular Options (Places to visit; videos, wider reading; clubs to join) |
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| <p>Year 8 Science Curriculum Overview: <i>In Year 8 students continue to go through the KS3 schemes of work, now building upon their basic knowledge and concepts and further deepening their understanding of science in the world. Students continue to develop their experimental and investigative skills. Students should be able to describe associated processes and key characteristics in common language and should also be familiar with technical vocabulary within science. The topics studied in Year 8 are:</i></p> <ul style="list-style-type: none"> • <i>Digestion</i> • <i>The Periodic Table</i> • <i>Light and Space</i> • <i>Materials and the Earth</i> • <i>Electricity and Magnetism</i> • <i>Matter</i> • <i>Forces in Action</i> | | | |
| <p>Year 8 HT1</p> | <p>8BD Digestion and Nutrition In this unit students will learn how the human body works, how important it is to have a balanced diet and how it can affect our health. The lessons in this unit are as follows:</p> <ul style="list-style-type: none"> • Healthy Diet and Poor Diet • Energy Release • Testing for Carbohydrates, Proteins and Lipids • Digestive System • Enzymes | <p>8BD TOPIC TEST – 30 MINS</p> <p>KPIs</p> <p>Assessment week 1</p> | <p>Science Museum</p> <p>Natural History Museum</p> <p>London Transport Museum</p> |
| <p>Year 8 HT2</p> | <p>8CP The Periodic Table In this unit of work begins what an element is and how elements can combine/mix to form compounds and mixtures. Some work is then done linking elements to the periodic table and their significance. Following this, compounds are studied in more detail including naming them and how to write a formula. The periodic table is then looked at in more detail starting first with the Dalton atomic model and moving on to the nuclear model and electron configuration. The lessons in this unit are as follows:</p> <ul style="list-style-type: none"> • Elements and Their Properties • Atomic Model | <p>8CP TOPIC TEST – 35 MINS</p> <p>KPIs</p> | <p>STEM Club</p> <p>The Day</p> <p>New Scientist</p> |

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| | <ul style="list-style-type: none"> • Compounds • Patterns in Mass Change • Group 1 and Group 7 Elements | | |
| Year 8 HT3 | <p>8PL Light and Space</p> <p>In this unit students explore how we can see objects, how the image is formed in the eye and how a rainbow is formed. The final section focuses on the Earth in space, the cause of seasons and the Earth's place in the universe.</p> <p>The lessons in this unit are as follows:</p> <ul style="list-style-type: none"> • Light Waves • Chemical and Electrical Effect of Light • Reflection and Reflected Images • Refraction • Vision and Focusing • Colour and Filters • The Solar System • Earth as a Planet • The Universe and Stars | <p>MID-YEAR PPE – 60 MINS</p> <p>8PL TOPIC TEST – 35 MINS</p> <p>KPIs</p> <p>Assessment week 2</p> | <p>Visit the Exploring Space exhibition and the engineers exhibition at the Science Museum</p> |
| Year 8 HT4 | <p>8CM Materials and the Earth</p> <p>The unit begins by looking at the structure of the Earth and some basic plate tectonics to highlight the changing nature of the surface and how this can lead to earthquakes and volcanoes. The formation of the three different types of rock and their physical properties is then covered, as well as fossil formation. The unit then moves on to the atmosphere, how it has changed over the Earth's history and more recently, and the human impact on that. Finally, the properties of some of the materials made from earth's resources and recycling.</p> <p>The lessons in this unit are as follows:</p> <ul style="list-style-type: none"> • Structure of the Earth • Igneous Rocks • Sedimentary Rocks • Metamorphic Rocks • Fossils and Fossil Fuels • Atmosphere Changes • Greenhouse Effect and Global Warming • Resources and Recycling | <p>8CM TOPIC TEST – 35 MINS</p> <p>KPIs</p> <p>Assessment week 4</p> | <p>STEM Club</p> <p>The Day</p> <p>New Scientist</p> |

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| <p>Year 8 HT5</p> | <p>8PE Electricity and Magnetism Students will learn what current is and how it behaves in series and parallel circuits. Ohm's Law is introduced in a simple way. The unit then switches to magnetism and then the link between the two before investigating how to make electromagnets and some uses of them. The lessons in this unit are as follows:</p> <ul style="list-style-type: none"> • Circuits • Current in a Series Circuit • Current in a Parallel Circuit • Potential Difference and Cells • Ohm's Law • Resistance of a Wire • Insulators and Static Electricity • Magnetic Fields • Electromagnetism • Investigating Electromagnets and Their Uses | <p>8PE TOPIC TEST – 30 MINS</p> <p>KPIs</p> <p>Assessment week 4</p> | <p>STEM Club</p> <p>The Day</p> <p>New Scientist</p> |
| <p>Year 8 HT6</p> | <p>9BP Plants + Photosynthesis and 9PF Forces in Action This unit provides the foundation for work in key stage 4 on limiting factors in photosynthesis, energy transfer through an ecosystem and the mineral requirements of plants. The unit starts with exploring the structure and function of roots, with emphasis on its adaptations. Pupils then progress on to the process of photosynthesis and its importance. This will include understanding of the reaction and importance of photosynthesis, and the roles of chlorophyll, the leaf, xylem, and phloem.</p> <ul style="list-style-type: none"> • Identifying variables to change, measure and control • Describing and explaining trends in graphs and using data to illustrate points • Revision for End of Year exams (assessment week 5) <p>9PF builds on forces from year 7 to look at how forces can cause turning effects, how this can be amplified, how forces can cause deformation and what elastic deformation is, how forces are linked to energy (work done) and how machines can reduce the force needed to do a particular job. Lots of opportunity to make links with real life objects (bikes, cars, screwdrivers) engineering, tools etc. There is a lot of maths, although the relationships are simple, so challenge can be built by rearrangement and unit changes.</p> <ul style="list-style-type: none"> • How models allow us to understand phenomena • Writing conclusions from data collected | <p>9BP TOPIC TEST END OF YEAR PPE (assessment week 5) – Biology, chemistry, physics 3 x 40 mins 3 x 40 marks</p> | <p>Use Tassomai for revision as well as homework.</p> <p>Complete online quizzes using Quizlet</p> <p>Watch free science videos on freesciencelessons.com</p> |

| Term | RE Curriculum Content | Assessment(s) | Extra-Curricular Options (Places to visit; videos, wider reading; clubs to join) |
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| <p>Year 8 Curriculum Overview:</p> <p><i>Year 8 seeks to deepen the students' knowledge by continuing the study of the Abrahamic religion of Islam. Students will understand the social context of Arabia before the birth of Islam, the tribal structure of society and what lead to the split between Sunni and Shia Muslim sects. Students will begin to learn about the prophet Muhammad (pbuh), his life and works and Qur'anic teachings. This will form the foundation for their understanding of Islamic practices such as the 5 Pillars of Islam.</i></p> <p><i>The curriculum then begins to deepen students' knowledge when they revisit the core theological beliefs of the Abrahamic religions and apply this to the philosophical issue of whether God exists. Students develop an understanding of core philosophical vocabulary to examine arguments for the existence of God and challenges to these arguments. Students gain knowledge of the classical arguments for the existence of God, the ontological argument, the cosmological argument, the design argument and the moral argument. Students examine the challenge to theistic belief posed by the problem of evil and how this challenge is overcome through the free will defence, test of faith argument and punishment for sin approach. This unit prepares students for examining these philosophical issues in greater detail in Year 10.</i></p> <p><i>The focus is then on the Dharmic religions and how they juxtapose and at times mirror the core themes seen in the Abrahamic faiths. This will not only develop their world views but amplify their knowledge of the pluralist society in which they live; what people believe, why they do it, thus adding to their overall cultural capital. They will study Hinduism and Buddhism and be able to evaluate their impact on popular western culture. Understand the significance of these beliefs and practices and witness the vibrant and exciting cultures which exist within these faiths.</i></p> | | | |
| <p>Year 8 HT1 - 2</p> | <p>Unit Title: Islam</p> <p>In Year 8, students begin the curriculum studying the religion of Islam by examining some of its key beliefs and key practices. By the end of this unit of work students should have a strong knowledge of the beliefs, teachings and practices of Islam. Students will be able to explicitly draw distinctions and similarities between Islam and other religions, namely Christianity and Judaism building on theological knowledge acquired in year 7.</p> | <p>Formative assessment 5-10 mark small stakes retrieval quiz in each lesson</p> <p>AW1 -Summative assessment Feature 10 one mark questions, a 5 mark describe question and a 10 mark explain question.</p> | <p>Discovering religious text - https://www.bl.uk/sacred-texts/teaching-resources</p> <p>Sources of wisdom - https://www.reonline.org.uk/resource/s/sources-of-wisdom/</p> <p>BBC Bitesize KS3 https://www.bbc.co.uk/bitesize/subjects/zh3rkqt</p> <p>Email a believer (REonline) http://pof.reonline.org.uk/</p> |
| <p>Year 8 HT3</p> | <p>Unit Title: Religion Revisit</p> <p>Learning how to revise and how to revise effectively. So far students have amassed knowledge and skills which are integral for their future as citizens and future GCSE</p> | <p>Formative assessment 5-10 mark small stakes retrieval quiz in each lesson</p> | <p>REOnline - Subject knowledge</p> |

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| | <p>students. Furthermore, the knowledge accrued is vital in making them global citizens. Within this unit students will revisit key learning from the following topics:</p> <ul style="list-style-type: none"> • Study of the Abrahamic Faiths <ul style="list-style-type: none"> ○ Revisiting the person of Abraham and his relevance to Islam and Christianity. • Christianity <ul style="list-style-type: none"> ○ The person of Jesus, including his life, death and resurrection. ○ Jesus’ teachings in the Sermon on the Mount. ○ The concept of ‘Original Sin’. • Islam <ul style="list-style-type: none"> ○ The Prophet, including his Final Sermon. ○ The Sunni Shi’a Split. ○ The Five Pillars of Islam. <p>Students will understand that the learning they have gained is not to be discarded once a topic has finished, but is vital for their entire progress through Walthamstow Academy.</p> | <p>AW2 and 3-Summative assessment Feature 10 one mark questions, a 5 mark describe question and a 10 mark explain question.</p> | <p>https://www.reonline.org.uk/subject-knowledge/</p> <p>Most BBC RE clips https://drive.google.com/open?id=17VMuMqZ7JZXFnz-k2M0FEgxQqJbF9A1hUL8igC5eNF</p> <p>BBC - podcasts & programmes - History of philosophy https://www.bbc.co.uk/programmes/topics/History_of_philosophy?fbclid=IwAR2EXdw0C4A2dv0lfAVOxyygWuS3H2CUEB1tjemeVj4zbAykqf0axLZ1LwU</p> <p>Crash Course Philosophy https://www.youtube.com/playlist?list=PL8dPuuaLjXtNgK6MZucdYldNkMybYIHKR</p> <p>BBC - In our time - Religion https://www.bbc.co.uk/programmes/p01gvqlg</p> <p>BBC - In our time - Philosophy https://www.bbc.co.uk/programmes/p01f0vzr</p> <p>The day https://theday.co.uk/category/topics/culture/</p> <p>Religious sites to visit in London https://www.inspirock.com/united-kingdom/religious-sites-in-london</p> <p>Religion museums in London https://www.museumslondon.org/category/13/religion</p> |
| <p>Year 8 HT4 - 6</p> | <p>Unit Title: Philosophy of Religion Students begin to explore Philosophy of Religion and engage with key arguments for and against the existence of God. The unit begins by unpacking key language i.e. ‘The God of Classical Theism’, ‘Theism’, ‘Atheism’ etc. then analyses arguments for and against God’s existence in depth. It is here where students will be introduced to skills of argumentation as earlier in the curriculum the focus is on the building of substantive knowledge, description, and explanation skills. This means that students should have a rich knowledge of religious beliefs and traditions before moving onto the higher-order thinking around the philosophical debate. This will also set them up well for ethical issues studied in Year 9 where they will debate issues such as abortion and euthanasia</p> | <p>Formative assessment 5-10 mark small stakes retrieval quiz in each lesson</p> <p>AW5 - End of the year assessment Feature 20 one mark questions, two 5 mark describe question and two 10 mark explain questions.</p> | |

| Term | ART, DT and Food Curriculum Content | Assessment(s) | Extra-Curricular Options (Places to visit; videos, wider reading; clubs to join) |
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| Year 8 Art and DT Curriculum Overview: In year 8 we explore the theme of identity through various forms, mediums and uses. | | | |
| Year 8 Art Cycle 1 (Sept – Jan) | Unit Title: Power portraits. We explore how art communicates identity, has impact, expression and generates meaning. Artist skill isn't a mystery, we demystify portrait drawing and demonstrate that accurate drawing is a skill which can be taught and learnt. Students will cover the following: <ul style="list-style-type: none"> • Stencilling • Painting acrylic • Drawing: grid method • Chalk and oil pastel • Modelling • Clay pinch pot • Cut out • Mixed media • Mixed media group work | Multiple choice quiz on art history element. Completed under exam conditions in school in January. 30mins duration. Assessment week 1 | The National Portrait Gallery, London. https://www.npg.org.uk/ Tate Modern and Tate Britain, London. https://www.tate.org.uk |
| Year 8 Art Cycle 2 (Feb – July) | Unit Title: Body adornment. Body Adornment is both a historic and contemporary tradition across cultures. How we dress, how we decorate and present our bodies, how we celebrate. Students will cover the following: <ul style="list-style-type: none"> • We continue to explore ideas of identity, but through 3d forms. • We learn the figure proportion techniques of artists and designers. • Clay • Construction • Painting • Wire modelling • Textiles: loom weaving • Braiding and wire modelling • Recycled Modelling • Construction • Drawing | In class practical exam based around student independent application of our curriculum principles (investigate, record, experiment, respond) as students plan an artwork in response to the title "An artists self-portrait". All tasks are marked against a rubric. Assessment week 2-5 | Fashion and Textile Museum, London. https://fashiontextilemuseum.org/ Fashion Space Gallery, London. https://www.arts.ac.uk/colleges/london-college-of-fashion/student-life-at-lcf/facilities/fashion-space-gallery V&A Museum London: www.vam.ac.uk |

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| <p>Year 8 DT Cycle 1</p> | <p>Box project: Building upon learning from Year 7, students make a wooden box. This may sound like a simple task but embedded within this project are key woodworking skills. Students learn how to use complex wood joining methods to create a box; developing skills with a variety of workshop tools and equipment, joinery to use tools and equipment to cut and shape wood to specifications.</p> | <p>January 2024</p> <ul style="list-style-type: none"> • Joining methods for wood • Timber based materials • Woodworking tools and equipment • Analysing products | <p>Visit The Design Museum</p> |
| <p>Year 8 DT Cycle 2</p> | <p>Trinket / puzzle box: Students apply their knowledge gained so far to design and make a learning aid game for early learning OR a trinket box. Following a design brief, students write their own specification to modify their box into their chosen function. This project develops students sketching and annotation skills, working to a specification, using CAD/CAM to manufacture a prototype, using finishing processes for wood and plastic, alongside evaluating prototypes and their own progress.</p> | <p>June 2024</p> <ul style="list-style-type: none"> • CAD/CAM • Isometric drawing • Idea development • Finishing processes | |
| <p>Year 8 Food cycle 1 and 2</p> | <p>Unit Title: Healthy Eating</p> <p>Health and Safety: Students learn to use a range of basic equipment and learn how to use them safely in the food room. They will also develop their subject knowledge in the following areas:</p> <ul style="list-style-type: none"> • Good Hygiene Standards • Handling and Storing Food Safely • Cross Contamination <p>Eatwell Guide: Students are being introduced to the eatwell guide and how they can maintain a balanced diet through a series of food practicals. They will also be introduced to a range of equipment and develop confidence in using them independently.</p> <p>Healthy Meal: Students will develop recipes that cater to different dietary needs. This will include students writing their own recipe and designing and making their own meal.</p> | <p>January 2024 Identifying equipment in Food Technology Eatwell Guide</p> <p>June 2024 Planning and making their own Healthy Meal</p> | <p>Research the Eatwell Guide online.</p> <p>Watch Joe Wick's videos on healthy eating.</p> |

| Term | COMPUTING Curriculum Content | Assessment(s) |
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| <p>Year 8 Computing Curriculum Overview: <i>Building on the knowledge and skills acquired in year 7, students learn how computers operate including hardware and software. Then in HT2 students gain important skills in building websites using HTML and CSS. Students delve into the world of coding using Python, thus developing foundational skills as coders.</i></p> | | |
| <p>Year 8 HT1</p> | <p>Unit Title: Computing systems Students will learn about the different layers of computing systems - from programs and the operating system, to the physical components that store and execute these programs, to the fundamental binary building blocks that these components consist of.</p> <ol style="list-style-type: none"> 1. Get in gear 2. Under the hood 3. Orchestra conductor 4. It's only logical 5. Thinking machines 6. Sharing | <p>Summative assessment – Computing systems – Y8</p> <p>25 minutes</p> <p>Week 6</p> |
| <p>Year 8 HT2</p> | <p>Unit Title: Developing for the web Students will learn about the technologies that make up the internet and World Wide Web. Starting with an exploration of the building blocks of the World Wide Web, HTML, and CSS, learners will investigate how websites are catalogued and organised for effective retrieval using search engines.</p> <ol style="list-style-type: none"> 1. Website building blocks 2. Words are not enough 3. Taking shortcuts 4. Searching the web 5. Tightening the web 6. Navigating the web | <p>Summative assessment – Developing for the Web – Y8</p> <p>20 minutes</p> <p>Week 12</p> |
| <p>Year 8 HT3</p> | <p>Unit Title: Introduction to Python programming Students will learn develop skills of text-based programming with Python. The lessons form a journey that starts with simple programs involving input and output, and gradually moves on through arithmetic operations, randomness, selection, and iteration. Emphasis is placed on tackling common misconceptions and elucidating the mechanics of program execution.</p> <ol style="list-style-type: none"> 1. First steps 2. Crunching numbers 3. At a crossroads | <p>Summative assessment – Introduction to Python programming – Y8</p> <p>50 minutes</p> <p>Week 18</p> |

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| | <ol style="list-style-type: none"> 4. More branches 5. Round and round 6. Putting it all together | |
| Year 8 HT4 | <p>Unit Title: Media – Vector graphics Students will learn how Vector graphics can be used to design anything from logos and icons to posters, board games, and complex illustrations.</p> <ol style="list-style-type: none"> 1. Get into shapes 2. Paths united 3. Icon challenges 4. What will you make? 5. Under the hood 6. Showcase | <p>Summative assessment – Media – Vector graphics – Y8</p> <p>30 minutes</p> <p>Week 24</p> |
| Year 8 HT5 | <p>Unit Title: Mobile app development Students will journey through the entire process of creating their own mobile app, using App Lab from code.org. Building on the programming concepts learners used in previous units, they will work in pairs to perform user research, design their app, write the code for it, before finally evaluating and publishing it for the world to use.</p> <ol style="list-style-type: none"> 1. App for that 2. Tappy Tap App 3. School Lab Studios 4. User input 5. App development 6. Project completion | <p>Summative assessment – Mobile app development – Y8</p> <p>20 minutes</p> <p>Week 30</p> |
| Year 8 HT6 | <p>Unit Title: Python programming with sequences of data Students will learn how data can be represented and processed in sequences, such as lists and strings.</p> <ol style="list-style-type: none"> 1. Warm up 2. Playlist 3. In a while, crocodile 4. The famous for 5. Make a thing 6. Wrap up | <p>Summative assessment – Python programming with sequences of data – Y9</p> <p>25 minutes</p> <p>Week 30</p> |

| Term | DRAMA Curriculum Content | Assessment(s) | Extra-Curricular Options <i>(Places to visit; videos, wider reading; clubs to join)</i> |
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| <p>Year 8 Curriculum Overview:</p> <p><i>The year 8 drama curriculum is a broad ranging yet accessible move into the wider world of theatre. Scaffolding on Commedia, Year 8 begins with students studying and exploring Voice and movement – Students explore their ability as actors focusing on the development of voice and movement skills. They will be assessed twice throughout the scheme. Firstly, on movement and secondly on vocal ability. We then explore Silent Film where students will be able to hone their physical theatre skills learnt in Voice and Movement. Year 8 then are introduced to devising theatre in ‘The Missing boy’ where they get an opportunity to combine all their learning so far at KS3, by using a teacher led stimulus to devise a performance that they will perform to a year 7 class. They will then explore Historical, social and cultural context and Structuring a performance in Apartheid, finishing off the year with a devising project where they can practise and hone the skills they have learnt across the year for a final performance</i></p> <p><u>Drama intent</u></p> <p>By the end of Year 8 students:</p> <ul style="list-style-type: none"> • Will have learned some of the styles of Theatre and have knowledge of where the practices apply within their own work. • Will have re-enforced their learning from year 7 by producing solid ‘split scenes’ and learning to ‘Mark the moment’ of Theatrical importance. • Will have explored set and stage positioning and look at ‘proscenium arch’ and in ‘the round’. • Will have learned how to block a scene for maximum impact and the importance of use of space on stage. • Will have completed and improved all written assessments in year 8 booklets to a Developing / responding /mastering standard. • Will have learned to communicate and be able to independently evaluate their own work and that of others, Verbally and in written form in full sentences given specific examples using drama language to a developing/ responding / mastering standard. | | | |
| <p>Year 8</p> <p>HT1</p> | <p>Unit Title: Voice and movement</p> <p>Students explore their ability as actors focusing on the development of voice and movement skills. They will be assessed twice throughout the scheme. Firstly, on movement and secondly on vocal ability.</p> <p>Voice and physical skills</p> | <p>Practical assessment only</p> <p>Week commencing 17 Oct over week A and Week B</p> | <p>Open Evening and Black History Month</p> |

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| | <p>Use of stage space</p> <p>Physical theatre exploration</p> | | |
| <p>Year 8</p> <p>HT2</p> | <p>Unit Title: Silent Film</p> <p>Movement and physical skills</p> <p>Physical approach to character</p> <p>Using music and sound effects to create a movement based performance</p> <p>Theatrical style – comedy</p> | <p>Practical assessment</p> | <p>Agora concert</p> <p>Theatre visit - CowShed</p> |
| <p>Year 8</p> <p>HT3</p> | <p>Missing Boy/Character Creation</p> <p>Character creation</p> <p>Vocal and physical</p> <p>Developing empathy/considering impact on the audience</p> <p>Responding to a stimulus</p> <p>Devising skills – structuring a performance</p> | <p>Practical assessment</p> | <p>Visit the West End for discounted student shows</p> <p>Research Arts on the Move</p> |
| <p>Year 8</p> <p>HT4</p> | <p>Apartheid</p> <p>Voice and physical skills</p> <p>Use of stage space</p> <p>Physical theatre exploration</p> <p>Historical, social and cultural context</p> <p>Structuring a performance</p> | <p>Practical assessment</p> | |

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| Year 8 HT5 | Devising Movement and physical skills Physical approach to character Responding to a stimulus Devising skills – structuring a performance Theatrical styles – | Practical assessment | |
| Year 8 HT6 | Unit Title: Devising from a stimulus. <ul style="list-style-type: none"> ● Students will be presented with a stimulus and use all Drama strategies learned in year 7 and 8 to produce a well-developed piece of Drama. ● They will gain group working skills and task focus to a high standard and be able to state their own opinions and value the opinions of others. ● They will perform their pieces to a live audience (a year 7 class) and gain confidence and experience in a public setting. ● They will have gained an empathy for the situations and circumstances of others and applied their drama technique when communicating to an audience | Practical assessment | |

| Term | FRENCH/ SPANISH Curriculum Content | Assessment(s) | Extra-Curricular Options (Places to visit; videos, wider reading; clubs to join) |
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| <p>Year 8 Curriculum Overview: <i>In year 8 our curriculum aims at developing students linguistic competencies, extending their knowledge and proficiency in dealing with familiar and less familiar language. There is a special emphasis on developing the ability to narrate in the 3 time frames (grammar), consolidating phonics and increasing vocabulary knowledge, both high frequency transferable items and more specific, topic-base lexical items (both breadth and depth will be taught and assessed, including work on synonyms and antonyms).</i></p> | | | |
| <p>Year 8 HT1</p> | <p>Unit Title: Holidays We start year 8 with this unit to maximise on pupils coming back with renewed energy after the summer (but potentially with some gaps due to forgetting over the long holiday). We want to start the year with the introduction of the past time frame which we will be revisiting under each unit this year to ensure pupils embed it in their long term memories and have plenty of opportunity to practise it in different contexts.</p> <ul style="list-style-type: none"> • Holiday destinations • Modes of transport • Holiday activities in the past tense • Opinions in the past tense | <p>Formative assessment: Vocabulary quizzes</p> <p>Summative Assessment: End of unit listening and speaking assessment</p> | <p>Extended writing answering:</p> <ul style="list-style-type: none"> • Usual holidays • Last/most memorable holiday • Preferred type of holiday • Future holiday plans |
| <p>Year 8 HT2</p> | <p>Unit Title: Going out and Staying in This unit revisits and extends some vocabulary and grammar from year 7, while making full use of the infinitives learnt or revised under unit 5. In this unit pupils further develop their ability to express future plans and narrate events in the past as well as expressing preferences about their free time and make comparisons. The focus on role plays lends itself to specific practice of aural skill and phonics.</p> <ul style="list-style-type: none"> • Weekend activities in the present tense • Clothes and what to wear • TV shows and film • Weekend activities in the near future tense | <p>Formative assessment: Vocabulary quizzes</p> <p>Summative assessment: End of unit reading and writing assessment</p> | <ul style="list-style-type: none"> • Extended writing answering: • what do you prefer to do when you have free time • what you did last weekend with your friends • review of a film watched recently • your plans for next weekend |
| <p>Year 8 HT3</p> | <p>Unit Title: Daily routine, health and fitness In this unit students develop their ability to discuss their daily routine and give their opinion about it, including any desired changes, as well as develop their ability to discuss simple healthy and unhealthy habits including recommendations. The focus on role plays lends itself to specific practice of aural skill and phonics.</p> | <p>Formative assessment: Vocabulary quizzes</p> <p>Summative assessment:</p> | |

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| | <p>Students will learn about:</p> <ul style="list-style-type: none"> • Daily routines (reflexive verbs) • Health eating: breakfast, lunch and dinner, • Going to the doctors – expressing ailments | End of unit listening and writing assessment | |
| <p>Year 8 HT4</p> | <p>Unit Title: School and future plans</p> <p>In this unit students revisit key language from year 7 such as personal description, subjects and expressing opinions. They further develop their ability to discuss school life including giving and seeking opinions about school rules, uniform, etc. In unit 8 pupils also develop their ability to discuss their hopes and ambitions for the future combining more than one way of expressing the future time frame.</p> <p>Students will develop skills of:</p> <ul style="list-style-type: none"> • School routines and rules • Jobs • Expressing future desires | <p>Formative Assessment: Vocabulary quizzes</p> <p>Summative Assessment: Speaking</p> | |
| <p>Year 8 HT5</p> | <p>Unit Title: Revision</p> <p>Students revise all core content from previous units and lessons are based on developing key language skills to allow them to success in their PPEs.</p> | <p>End of Year Exams Listening, reading and writing</p> | |
| <p>Year 8 HT6</p> | <p>Unit Title: Carnival</p> <p>To end the year, students complete a unit of work that allows them to explore the cultural phenomenon of carnival across the French/Spanish-speaking world.</p> <p>Students will learn about:</p> <ul style="list-style-type: none"> • The colonial origins of carnival • Writing in 3 tenses | <p>Formative assessment: poster to promote Carnival</p> | |

| Term | GEOGRAPHY Curriculum Content | Assessment(s) | Extra-Curricular Options (Places to visit; videos, wider reading; clubs to join) |
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| <p>Year 8 Geography Curriculum Overview: Pupils start off with the Population topic. This builds on knowledge from Y7 Development by looking key issues such as birth and death rates, migration, aging populations. Pupils then move on to Coasts. Here pupils gain an understanding of the physical processes and landforms along the coast. Pupils will then study tectonics where they gain an understanding of plate tectonics and the associated hazards.</p> | | | |
| <p>Year 8 HT1 and 2</p> | <p>Unit Title: Population In this unit pupils’ study different aspects of population growth, structure, density and distribution – in different contexts. Pupils will investigate where people of the world are currently living and understand the difference between density and distribution, as well as the factors that contribute for the distribution. Pupils will draw population pyramids for countries at different stages of development and consider the various issues of ageing and youthful populations. The last section of this unit explores migration. The lessons build on the key aspects of migration, before moving on to look at an example of migration within the wider context of a place. This unit provides an opportunity for pupils to explore their personal geographies as well as topical news events.</p> <ul style="list-style-type: none"> • Population distribution and factors which affect it. • The population explosion. • The demographic transition model. • Population pyramids and structure. • Factors affecting population structure. • Population decision making activity. • The ageing population. • Migration – push and pull factors. • Poland to UK migration – (1947-2004) | <p>Population assessment – 1 hour</p> | <p>The Americas with Simon Reeve - https://www.bbc.co.uk/iplayer/episode/m000b8rj/the-americas-with-simon-reeve-series-1-episode-5 Mediterranean with Simon Reeve - https://www.bbc.co.uk/iplayer/episode/b0bqn4g1/mediterranean-with-simon-reeve-series-1-episode-4</p> |
| <p>Year 8 HT3 and 4</p> | <p>Unit Title: Tectonics Students develop their knowledge of tectonic events and landforms and the processes which create them. Students evaluate the issues surrounding monitoring, predicting and preparing for tectonic events. Pupils gain depth of understanding by investigating comparisons, e.g., between different types and locations of volcano, and/or volcanoes and earthquakes. Pupils broaden their understanding to include human actions and the continued human occupation of hazardous locations, human response to risk and the idea of preparedness for natural hazards. This unit provides an opportunity to build on pupil understanding of development through the investigation of the differing impact of volcanoes and earthquakes of countries at different stages of development.</p> <ul style="list-style-type: none"> • Geological timescales. | <p>Tectonics assessment – 1 hour</p> | |

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| | <ul style="list-style-type: none"> • The structure of the Earth. • The world's plates and convection currents. • Plate boundaries. • Features of a volcano – shield and composite. • Volcanic monitoring and prediction. • Living near a volcano dilemma. • Earthquakes – prediction and planning. • Earthquake protection. • Earthquake DME. • 2011 Japan earthquake – case study. • Haiti earthquake – case study. | | |
| <p>Year 8 HT5 and 6</p> | <p>Unit Title: Coasts This unit further progresses pupil understanding of the processes of erosion, deposition and transportation, building on Unit 5 in Year 7, but now applied to a coastal context. The unit provides opportunities for pupils to consider different points of view regarding coastal management and to become decision makers and debate whether to defend areas of coastline. Pupils will be provided with further opportunities to interpret a variety of maps, photographs and satellite images at different scales to understand the formation of key coastal features and to consider how the position of the coastline may change over time. In carrying out the latter activity's pupils will engage in enquiry-based learning to decide whether a specific stretch of the UK coastline deserves to be defended based on a range of criteria.</p> <ul style="list-style-type: none"> • How does geology influence the UK? • Wave features and changing coastlines. • Types of erosion and weathering. • The formation of headlands and bays. • The formation of wave-cut platforms. • The formation of caves, stacks and arches. • The process of longshore drift and beach formation. • The formation of a spit. • Soft and hard engineering. • Holderness Coast case study | <p>Coasts assessment – 1 hour</p> | <p>Coasts landforms - https://www.youtube.com/watch?v=ZWEJq03NBao</p> |

| Term | HISTORY Curriculum Content | Assessment(s) | Extra-Curricular Options (Places to visit; videos, wider reading; clubs to join) |
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| <p>Year 8 Curriculum Overview: <i>In year 8 students continue to develop their chronological understanding of the development of Britain between 1885 and 1901 Students are introduced to the beginning of the slave trade in Elizabethan England followed by the transatlantic slave trade and abolition. Students develop a chronological understand from year7 to year 8 and the religious rollercoaster of the Tudor reformation from Henry VIII, Edward VI, Mary I and Elizabeth I and its final resolution following the English Civil War. Students continue to understand the development of the British Empire in Africa and India which prepares students' understanding of the end of the British Empire in year 9.</i></p> | | | |
| <p>Year 8 HT1</p> | <p>Unit Title: The English Reformation and the Tudor rollercoaster Students will cover the following:</p> <ul style="list-style-type: none"> • What led to the European Reformation? • What were the differences between Catholicism and Protestantism? • Why did Henry VIII want to break from Rome? Religious , Succession or Financial • How did Edward VI change the church? • Does Mary deserve the nickname 'Bloody Mary'? <p>History Skills:</p> <ul style="list-style-type: none"> • How to identify the message of a source. • How to develop multi-causal explanations. • How to unpick and question interpretations and how historians have come to form them. | <p>Formative assessment: - Key questions and hinge questions designed into all lessons - Source analysis tasks - Interpretation tasks - Teacher questioning</p> <p>Summative assessment: Q: Explain the 3 main reasons why Henry VIII wanted to create a new Protestant Church of England? (12)</p> | <p>Visit: HAMPTON COURT PALACE: https://www.hrp.org.uk/hampton-court-palace/#gs.amv393</p> |
| <p>Year 8 HT2</p> | <p>Unit Title: Elizabeth 1, Early Years, 1558-88. Including the beginnings of the slave trade Students will cover the following:</p> <ul style="list-style-type: none"> • Challenges to Elizabeth's accession to the throne • Elizabeth's Religious Settlement • Elizabeth and the threat from Mary Queen of Scots • Trade, competition with Spain and the Royal African Company and the beginnings of the Slave trade. <p>History Skills:</p> <ul style="list-style-type: none"> • How to measure the extent of change. • How to describe the rate of change and its impact. | <p>Formative assessment: - Key questions and hinge questions designed into all lessons - Source analysis tasks - Interpretation tasks - Teacher questioning</p> <p>Summative assessment: Q: Explain the 3 main challenges Elizabeth faced when she became Monarch? (12)</p> | <p>Visit the Tower of London where Elizabeth was kept under house arrest between 1554-1555 by her sister Mary I before she became Queen</p> <p>https://www.hrp.org.uk/tower-of-london/#gs.amv58c</p> |

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| Year 8 HT3 | <p>Unit Title: The Causes of the English Civil War Students will cover the following:</p> <ul style="list-style-type: none"> • What were the long term causes of the ECW? (Catholic threat, 11-years tyranny, puritan challenges). • What were the short term causes of the ECW? (War and taxation). • Who fought who in the English Civil War? <p>History Skills:</p> <ul style="list-style-type: none"> • How to sequence events into a clear chronological narrative account. • How to develop analysis skills that will lead to them linking between events. | <p>Formative assessment:</p> <ul style="list-style-type: none"> - Key questions and hinge questions designed into all lessons - Source analysis tasks - Interpretation tasks - Teacher questioning <p>Summative assessment:</p> <ul style="list-style-type: none"> - UL Common Assessment | <p>Visit Civil War Battlefields and battle re-enactments: https://www.historyhit.com/guides/key-battlefield-sites-and-monuments-of-the-english-civil-war/</p> |
| Year 8 HT4 | <p>Unit Title: The British Empire and the Slave trade. The Abolition of the Slave trade. Students will cover the following:</p> <ul style="list-style-type: none"> • What was the role of the British Empire in the TAST? • How did the TAST work? • How was the slave Trade abolished? <ul style="list-style-type: none"> a) White middle-class campaigns b) Black rebellions and campaigners c) Economic changes <p>History Skills:</p> <ul style="list-style-type: none"> • How to identify a line of argument in an interpretation. • To consider the value of a range of interpretations. • To use sources to support a view. • To come to a judgement. | <p>Formative assessment:</p> <ul style="list-style-type: none"> - Key questions and hinge questions designed into all lessons - Source analysis tasks - Interpretation tasks - Teacher questioning <p>Summative assessment: Q: How useful are Sources A and B for an enquiry about the abolition of the Slave trade. (8)</p> | <p>Visit Royal Greenwich Museums ‘ Atlantic Worlds Exploitation, trade, war, enslavement and resistance’ Exhibition https://www.rmg.co.uk/national-maritime-museum/attractions/atlantic-gallery-slavery-trade-empire</p> |
| Year 8 HT5 | <p>Unit Title: Revision for EOY UL assessment Students will cover the following:</p> <ul style="list-style-type: none"> • Core topics: The Reformation and reasons for Henry VIII’s break from the Catholic Church, the English Civil War and the transatlantic slave trade, and abolition / abolitionists and slave uprisings <p>Key Skills:</p> <ul style="list-style-type: none"> • Analysis and evaluation extended answer question • Source analysis • Analysis of a Historian’s interpretation | <p>Formative assessment:</p> <ul style="list-style-type: none"> - Key questions and hinge questions designed into all lessons - Source analysis tasks - Interpretation tasks - Teacher questioning <p>Summative assessment:</p> | |

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| | | - UL Common Assessment | |
| Year 8 HT6 | <p>Unit Title: The British Empire Students will cover the following:</p> <ul style="list-style-type: none"> • What was the British Empire? Why did countries desire them? • Why was Britain interested in North America • How was Britain’s relationship with India established and how did it change over time? <p>Key Skills:</p> <ul style="list-style-type: none"> • How to explain the impact of events and developments on people who experience them. • How to analyse historical interpretations to identify historians’ arguments. | <p>Formative assessment:</p> <ul style="list-style-type: none"> - Key questions and hinge questions designed into all lessons - Source analysis tasks - Interpretation tasks - Teacher questioning <p>Summative assessment: Assessment week 5 – End of Year</p> | <p>The British Museum’s ‘Learn how colonial relationships shaped the British Museum's collection in this object trail.’ https://www.britishmuseum.org/visit/object-trails/collecting-and-empire-trail</p> |

| Term | MUSIC Curriculum Content | Assessment(s) | Extra-Curricular Options (Places to visit; videos wider reading; clubs to join) |
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| <p>Year 8 Curriculum Overview: During Year 8 students deepen their experience working with rhythm through the study of how syncopation, swing and shuffle impact the rhythmic feel in music of different eras and place. Similarities and difference in world music’s are explored through the practical application of ensemble playing and individual compositional ideas. Core skills introduced in year 7 on ukulele, percussion and keyboard are developed in whole class band and ensemble playing with the introduction of the bass guitar and guitar allowing students to further their instrumental skills and experience. Tonality is explored through Improvisation styles using pentatonic and blues scales which are investigated when playing by ear. Students are given notation in the form of TAB, staff notation and diagrams whilst rhythm reading and notating is expanded by the introduction of frequently used patterns. Students start to score their own layered compositions and discover how professionals record and edit ideas in DAW software.</p> | | | |
| Year 8 HT1 | <p>Unit Title: Syncopate – Rhythm Students will cover the following:</p> <ul style="list-style-type: none"> • Concepts in: Off beat / dotted / triplet / regular and irregular rhythms / Accents • Notating through: Staff rhythm notation • Instrument skills: Body-Percussion / Stick Control / Percussion / Marching and Samba Bateria <p>Outcomes: Whole Class performance of layered rhythms / individual rhythm composition ideas</p> | <p>HT1 assessment week – Listening & Appraising + Knowledge test</p> | <p>Supergroup Ensemble Performance</p> |

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| <p>Year 8 HT2</p> | <p>Unit Title: Syncopate – Influence of The Blues</p> <p>Students will cover the following:</p> <ul style="list-style-type: none"> • Concepts in: Pentatonic / Blues Scale tonality / 12 Bar structure / Improvisation • Notating through: Staff notation / TABs / Diagrams • Instrument skills: Ukulele / Guitar / Bass / Keyboard / Drum Kit <p>Outcomes: Whole Class performance of 12 Bar Blues</p> | <p>HT2 assessment week – Listening & Appraising + Knowledge test</p> <p>In - Class performance recording</p> | <p>Opportunities to perform in Winter concert events</p> <p>Sign-up opens for extra curricula groups</p> |
| <p>Year 8 HT3</p> | <p>Unit Title: Syncopate – Influence of Reggae Music</p> <p>Students will cover the following:</p> <ul style="list-style-type: none"> • Concepts in: Straight / Shuffle feel / Delay FX / • Notating through: Staff notation / TABs / Diagrams • Instrument skills: Ukulele / Guitar / Bass / Keyboard / Drum Kit • Outcomes: Whole Class performance of Reggae piece, work on DAW | <p>HT3 assessment week – Listening & Appraising + Knowledge test</p> <p>In - Class performance recording</p> | <p>Opportunities to perform in Spring concert events</p> |
| <p>Year 8 HT4</p> | <p>Unit Title: Sampling & Looping</p> <p>Students will cover the following:</p> <ul style="list-style-type: none"> • Concepts in: Found sound, sampling, audio recording, sequencing • Notating through: Staff notation / TABs / Diagrams • Instrument skills: Keyboard, DAW, Ableton Push/Launchpad • Outcomes: Individual loops composed and recorded in Ableton Live DAW | <p>HT4 assessment week – Listening & Appraising + Knowledge test</p> <p>In - Class performance recording</p> | <p>Opportunities to perform in Spring concert events</p> |
| <p>Year 8 HT5</p> | <p>Unit Title: Film & Theatre</p> <p>Students will cover the following:</p> <ul style="list-style-type: none"> • Concepts in: Scoring / Orchestration / Dissonance / Leitmotif • Notating through: Staff notation / TABs / Diagrams • Instrument skills: Keyboard / DAW • Outcomes: Individual compositional ideas set to film | <p>HT5 assessment week – Listening & Appraising + Knowledge test</p> <p>In - Class composition recording</p> | <p>Sign-up opens for extra curricula groups</p> |
| <p>Year 8 HT6</p> | <p>Unit Title: Festival</p> <p>Students will cover the following:</p> <ul style="list-style-type: none"> • Concepts in: Music for occasion / ensemble rehearsal and live production • Notating through: Staff notation / TABs / Diagrams • Instrument skills: Ukulele / Guitar / Bass / Keyboard / Drum Kit / DAW / Voice • Outcomes: Class performances / recording | <p>End of year Listening and Appraisal Exam</p> <p>In – Class performance / recording</p> | <p>Opportunities to perform in summer concert events</p> |

| Term | PE Curriculum Content | Assessment(s) | Extra-Curricular Options <i>(Places to visit; videos, wider reading; clubs to join)</i> |
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| Year 8 PE Curriculum Overview: <i>Year 8 students will build on their practical skills from Year 7 as well as focussing on a number of different sports listed below.</i> | | | |
| Year 8 HT1 | Unit Title: Students will learn about the following: <ul style="list-style-type: none"> • Multi-skills • Trampoline • Basketball • Cross Country | Component of Fitness - Baseline assessment, two hours, w/b 12 September | <ul style="list-style-type: none"> • Boys and girls football • Girls netball • Table Tennis team • Cross Country squad |
| Year 8 HT2 | Unit Title: Students will learn about the following: <ul style="list-style-type: none"> • Rugby • Table Tennis • Fitness | Component of Fitness - Baseline assessment, two hours, w/b 11 November | <ul style="list-style-type: none"> • Boys and girls football • Girls netball • Boys and girls basketball • Indoor athletics • Badminton squad • Indoor girls cricket • Boys and girls Handball |
| Year 8 HT3 | Unit Title: Students will learn about the following: <ul style="list-style-type: none"> • Rugby • Football • Handball | Component of Fitness - Baseline assessment, two hours, w/b 30 January | <ul style="list-style-type: none"> • Boys and girls basketball • Indoor athletics • Boys and girls Handball • Trampoline squad |
| Year 8 HT4 | Unit Title: Students will learn about the following: <ul style="list-style-type: none"> • Rugby • Football • Handball | Component of Fitness - Baseline assessment, two hours, w/b 27 March | <ul style="list-style-type: none"> • Boys and girls football • Girls netball • Indoor athletics |
| Year 8 HT5 | Unit Title: Students will learn about the following: <ul style="list-style-type: none"> • Athletics | | <ul style="list-style-type: none"> • Boys and girls athletics league (outdoor) • Boys Cricket |

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| <p>Year 8 HT6</p> | <p>Unit Title: Students will learn about the following:</p> <ul style="list-style-type: none">• Cricket• Softball• Rounders• International sports activities | | <ul style="list-style-type: none">• Boys and girls athletics league (outdoor)• Boys Cricket• Girls Kwik cricket• Girls rounders• Beach Volleyball |
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