

# Walthamstow Academy – Year 8 Curriculum Experience



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Subject	Page Number
English	3
Maths	6
Science	7
RE	10
Art and DT	13
Computing	16
Drama	17
French/ Spanish	20
Geography	22
History	24
Music	27
PE	29

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) (assessment title, duration and approx date)	Extra-Curricular Options (Places to visit; wider reading; clubs to join)
<p><b>Year 8 English Curriculum Overview:</b>  <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 19<sup>th</sup> 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. Their study of social protest poetry 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 around them. 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.</i></p>			
<p><b>Year 8 HT1</b></p>	<p><b>Unit Title: Frankenstein</b>            Students are introduced to 19<sup>th</sup> 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"> <li>• An introduction to the Gothic genre</li> <li>• Analysing a theme across a novel</li> <li>• The context of Romanticism, the enlightenment and key psychological theories</li> </ul>	<p><b>Formative assessment:</b> Essay on either theme or character based on an extract.   <b>Summative Assessment:</b> 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</p>
<p><b>Year 8 HT2</b></p>	<p><b>Unit Title: Romeo and Juliet</b>            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"> <li>• The dual context of Elizabethan England and traditionally Catholic Europe</li> <li>• Linking analysis to contextual features</li> <li>• Themes of masculinity, relationships, fate and power.</li> </ul>	<p><b>Formative assessment:</b>            Thematic essay on an extract   <b>Summative assessment:</b>            Thematic essay on an extract</p>	<p>Watch: Baz Luhrmann’s 1996 version of Romeo and Juliet             Visit: Shakespeare’s Globe Theatre</p>
<p><b>Year 8 HT3</b></p>	<p><b>Unit Title: Social Protest poetry</b>            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><b>Mid-Year Exam:</b>            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>

## Walthamstow Academy - Year 8 Curriculum Experience

	<ul style="list-style-type: none"> <li>Analysing a theme across literature of different contexts and time periods.</li> <li>Developing analytical writing</li> <li>Making links between literature and the world around them.</li> </ul>	<p>Writing: Fiction Writing. Students write a descriptive/narrative story</p> <p><b>Formative Assessment:</b> Thematic essay on one poem from the anthology.</p> <p><b>Summative Assessment:</b> Thematic essay on a different poem from the anthology.</p>	<p>available from the school library.</p>
<p><b>Year 8 HT4</b></p>	<p><b>Unit Title: Fiction Writing</b> 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"> <li>Structuring a piece of creative writing</li> <li>Developing their use of descriptive language</li> <li>Introducing ambitious vocabulary into their writing</li> </ul>	<p><b>Formative Assessment:</b> Write a descriptive or narrative story.</p> <p><b>Summative Assessment:</b> 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><b>Year 8 HT5</b></p>	<p><b>Unit Title: Dystopian short stories</b> 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"> <li>The dystopian concepts of technological dangers, government control and environmental destruction</li> <li>Authorial intent and writer's message</li> <li>Analysing structural features of a short story.</li> </ul>	<p><b>Formative Assessment:</b> Essay on a character or theme from one story in the anthology.</p> <p><b>Summative Assessment:</b> 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"> <li>Huger Games</li> <li>Divergent</li> <li>The Maze Runner</li> </ul> <p>Creative Writing club</p>

## Walthamstow Academy - Year 8 Curriculum Experience

<b>Year 8 HT6</b>	<p><b>Unit Title: Community Writing – writing to a care home</b></p> <p>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.</p> <p>Students will learn about:</p> <ul style="list-style-type: none"> <li>• Form, audience and purpose in non-fiction writing</li> <li>• Adapting their register for formal writing</li> <li>• Developing skills of planning, editing and re-drafting</li> </ul>	<p><b>End of Year PPE:</b></p> <p>Reading: Students write an essay on either a character of theme using a story from the Dystopian anthology</p> <p>Writing: Fiction Writing. Students write a descriptive/narrative story</p>	<p>Visit: visiting the care home</p> <p>Read: reading examples of famous letters</p> <p>Newspaper Club</p>
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## Walthamstow Academy - Year 8 Curriculum Experience

Term	MATHS Curriculum Content	Assessment(s) <i>(assessment title, duration and approx date)</i>	Extra-Curricular Options <i>(Places to visit; wider reading; clubs to join)</i>
<b>Year 8 Curriculum Overview:</b> <i>Year 8 curriculum is a broad range of topics from Number, Algebra, Shapes, Measure and Data</i>			
<b>Year 8 HT1</b>	Students will learn about/ develop skills of: <ul style="list-style-type: none"> <li>• Powers and Roots</li> <li>• Prime Factorisation</li> <li>• Rounding</li> <li>• Fractions</li> </ul>	End of topic tests – 30 min at the end of most topics	Pupils encouraged to work on XP section of Sparx and explore the topics taught in greater depth. Maths games on Sparx
<b>Year 8 HT2</b>	Students will learn about/ develop skills of: <ul style="list-style-type: none"> <li>• Solving equations 1</li> <li>• Coordinates and basic graphs</li> <li>• Units of measurement</li> </ul>	End of topic tests – 30 min at the end of most topics	Watch following films Hidden figures Cube
<b>Year 8 HT3</b>	Students will learn about/ develop skills of: <ul style="list-style-type: none"> <li>• Angles in Parallel Lines</li> <li>• Circumference</li> <li>• Direct Proportion</li> </ul>	End of topic tests – 30 min at the end of most topics	UKMT clubs for selected pupils
<b>Year 8 HT4</b>	Students will learn about/ develop skills of: <ul style="list-style-type: none"> <li>• Fractions, decimals, and percentages</li> <li>• Percentage calculations</li> <li>• Ratio 1</li> </ul>	End of topic tests – 30 min at the end of most topics	Visit Bank of England Science Museum V&A Museum Bletchley Park
<b>Year 8 HT5</b>	Students will learn about/ develop skills of: <ul style="list-style-type: none"> <li>• Area of circles and trapezia</li> <li>• Statistics 1 (presenting and interpreting data)</li> <li>• Averages and Spread</li> </ul>	End of topic tests – 30 min at the end of most topics	
<b>Year 8 HT6</b>	Students will learn about/ develop skills of: <ul style="list-style-type: none"> <li>• 3-D visualisation</li> <li>• Volume 1</li> </ul>	End of topic tests – 30 min at the end of most topics	

## Walthamstow Academy - Year 8 Curriculum Experience

Term	SCIENCE Curriculum Content	Assessment(s) (assessment title, duration and approx date)	Extra-Curricular Options (Places to visit; wider reading; clubs to join)
<p><b>Year 8 Science Curriculum Overview:</b>  <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"> <li>• Digestion</li> <li>• The Periodic Table</li> <li>• Light and Space</li> <li>• Materials and the Earth</li> <li>• Electricity and Magnetism</li> <li>• Matter</li> <li>• Forces in Action</li> </ul>			<p>Science Museum</p> <p>Natural History Museum</p> <p>London Transport Museum</p>
Year 8 HT1	<p><b>8BD Digestion</b>  This unit builds on the work done in year 7 on organ systems and diffusion. It begins by establishing the components of food and the use of each within the body. Student will look at what is meant by a balanced diet and the consequences when nutritional and calorie intake is not inadequate or excessive. Students will carry out practical to test foods for the main components and then move on to look at the organs of the digestive system and the role each plays in digestion. The role of enzymes is introduced as part of this, as well as the role of gut bacteria.</p> <ul style="list-style-type: none"> <li>• 8BD – Digestion</li> <li>• Drawing conclusions from data and observations</li> <li>• Evaluating the use of models</li> </ul>	<p><b>8BD TOPIC TEST – 30 MINS</b></p> <p>KPIs</p>	<p>STEM Club</p> <p>The Day</p> <p>New Scientist</p>
Year 8 HT2	<p><b>8CP The Periodic Table</b>  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.</p> <ul style="list-style-type: none"> <li>• 8CP – The Periodic Table</li> <li>• Making and evaluating predictions after experimental work</li> </ul>	<p><b>8CP TOPIC TEST – 35 MINS</b></p> <p>KPIs</p>	<p>STEM Club</p> <p>The Day</p> <p>New Scientist</p>

## Walthamstow Academy - Year 8 Curriculum Experience

	<ul style="list-style-type: none"> <li>Describing and explaining ideas from data</li> </ul>		
<b>Year 8 HT3</b>	<p><b>8PL Light and Space</b></p> <p>The unit builds on work done at KS2, which should be borne in mind in terms of starting points. The unit begins by looking at light as a wave, that transfers energy and what happens when it meets different surfaces. The unit then moves to reflection, refraction in more detail and this offers the opportunity to look at reproducibility in data and accuracy of measurements, before moving on to vision and problems with vision, the colours of the spectrum and how colour is seen and then how different coloured light can be produced and affects the colour of objects. The final section deals with the Earth in space, the cause of seasons and the Earth's place in the universe.</p> <ul style="list-style-type: none"> <li>8PL – Light and Space</li> <li>Identifying IV, DV and CV's</li> <li>Writing conclusions and using data to support conclusions</li> </ul>	<p><b>MID-YEAR PPE – 60 MINS</b></p> <p><b>8PL TOPIC TEST – 35 MINS</b></p> <p><b>KPIs</b></p>	<p><b>STEM Club</b></p> <p><b>The Day</b></p> <p><b>New Scientist</b></p>
<b>Year 8 HT4</b>	<p><b>8CM Materials and the Earth</b></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> <ul style="list-style-type: none"> <li>8CM – Materials + the Earth</li> <li>Read and interpret graphs and tables of secondary data</li> <li>Explain observations from practical work using scientific knowledge</li> </ul>	<p><b>8CM TOPIC TEST – 35 MINS</b></p> <p><b>KPIs</b></p>	<p><b>STEM Club</b></p> <p><b>The Day</b></p> <p><b>New Scientist</b></p>
<b>Year 8 HT5</b>	<p><b>8PE Electricity and Magnetism</b></p> <p>This unit begins with electricity – what it is and how current 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.</p> <ul style="list-style-type: none"> <li>8PE – Electricity + Magnetism</li> <li>Use equipment to make measurements of current, voltage and resistance</li> <li>Plot a graph and describe relationships shown</li> <li>Use and manipulate equations to calculate unknown values</li> <li></li> </ul>	<p><b>8PE TOPIC TEST – 30 MINS</b></p> <p><b>KPIs</b></p>	<p><b>STEM Club</b></p> <p><b>The Day</b></p> <p><b>New Scientist</b></p>



## Walthamstow Academy - Year 8 Curriculum Experience

<b>Year 8 HT6</b>	<p><b>9BP Plants + Photosynthesis</b> and <b>9PF Forces in Action</b></p> <p>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"> <li>• Identifying variables to change, measure and control</li> <li>• Describing and explaining trends in graphs and using data to illustrate points</li> <li>• Revision for End of Year exams</li> </ul> <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"> <li>• How models allow us to understand phenomena</li> <li>• Writing conclusions from data collected</li> </ul>	<p><b>9BP TOPIC TEST</b>  <b>END OF YEAR PPE – Biology, chemistry, physics</b>  <b>3 x 40 mins</b>  <b>3 x 40 marks</b></p>	<p><b>STEM Club</b></p> <p><b>The Day</b></p> <p><b>New Scientist</b></p>
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## Walthamstow Academy - Year 8 Curriculum Experience

Term	RE Curriculum Content	Assessment(s) (assessment title, duration and approx date)	Extra-Curricular Options (Places to visit; wider reading; clubs to join)
<p><b>Year 8 Curriculum Overview:</b>  <i>What will year 8s study and learn this academic year? Why this/ why now?</i>  Year 8 then 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.</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>			
Year 8 HT1 - 2	<p><b>Unit Title: Islam</b>  Students will learn about/ develop skills of:  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><b>Formative assessment</b>  5-10 mark small stakes retrieval quiz in each lesson</p> <p><b>Summative assessment</b>  Feature 10 one mark questions, a 5 mark describe question and a 10 mark explain question.</p>	<p><b>Discovering religious text -</b>  <a href="https://www.bl.uk/sacred-texts/teaching-resources">https://www.bl.uk/sacred-texts/teaching-resources</a></p> <p><b>Sources of wisdom -</b>  <a href="https://www.reonline.org.uk/resource/s/sources-of-wisdom/">https://www.reonline.org.uk/resource/s/sources-of-wisdom/</a></p> <p><b>BBC Bitesize KS3</b>  <a href="https://www.bbc.co.uk/bitesize/subjects/zh3rkqt">https://www.bbc.co.uk/bitesize/subjects/zh3rkqt</a></p>
Year 8 HT3	<p><b>Unit Title: Religion Revisit</b>  Students will learn about/ develop skills of:</p>	<b>Formative assessment</b>	<b>Email a believer (REonline)</b>

## Walthamstow Academy - Year 8 Curriculum Experience

	<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 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"> <li>• Study of the Abrahamic Faiths <ul style="list-style-type: none"> <li>○ Revisiting the person of Abraham and his relevance to Islam and Christianity.</li> </ul> </li> <li>• Christianity <ul style="list-style-type: none"> <li>○ The person of Jesus, including his life, death and resurrection.</li> <li>○ Jesus' teachings in the Sermon on the Mount.</li> <li>○ The concept of 'Original Sin'.</li> </ul> </li> <li>• Islam <ul style="list-style-type: none"> <li>○ The Prophet, including his Final Sermon.</li> <li>○ The Sunni Shi'a Split.</li> <li>○ The Five Pillars of Islam.</li> </ul> </li> </ul> <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>5-10 mark small stakes retrieval quiz in each lesson</p> <p><b>Summative assessment</b> Feature 10 one mark questions, a 5 mark describe question and a 10 mark explain question.</p>	<p><a href="http://pof.reonline.org.uk/">http://pof.reonline.org.uk/</a></p> <p><b>REOnline - Subject knowledge</b> <a href="https://www.reonline.org.uk/subject-knowledge/">https://www.reonline.org.uk/subject-knowledge/</a></p> <p><b>Most BBC RE clips</b> <a href="https://drive.google.com/open?id=17VMuMqZ7JZXFnz-k2M0FEgxQqJbF9A1hUL8igC5eNF">https://drive.google.com/open?id=17VMuMqZ7JZXFnz-k2M0FEgxQqJbF9A1hUL8igC5eNF</a></p> <p><b>BBC - podcasts &amp; programmes - History of philosophy</b> <a href="https://www.bbc.co.uk/programmes/topics/History_of_philosophy?fbclid=IwAR2EXdw0C4A2dv0lfAVOxyppgWuS3H2CUEB1tjemeVj4zbAykqf0axLZ1LwU">https://www.bbc.co.uk/programmes/topics/History_of_philosophy?fbclid=IwAR2EXdw0C4A2dv0lfAVOxyppgWuS3H2CUEB1tjemeVj4zbAykqf0axLZ1LwU</a></p>
<p><b>Year 8 HT4 - 6</b></p>	<p><b>Unit Title: Philosophy of Religion</b> Students will learn about/ develop skills of: 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><b>Formative assessment</b> 5-10 mark small stakes retrieval quiz in each lesson</p> <p><b>End of the year assessment</b> Feature 20 one mark questions, two 5 mark describe question and two 10 mark explain questions.</p>	<p><b>Crash Course Philosophy</b> <a href="https://www.youtube.com/playlist?list=PL8dPuuaLjXtNgK6MZucdYldNkMybYIHKR">https://www.youtube.com/playlist?list=PL8dPuuaLjXtNgK6MZucdYldNkMybYIHKR</a></p> <p><b>BBC - In our time - Religion</b> <a href="https://www.bbc.co.uk/programmes/p01gvqlg">https://www.bbc.co.uk/programmes/p01gvqlg</a></p> <p><b>BBC - In our time - Philosophy</b> <a href="https://www.bbc.co.uk/programmes/p01f0vzr">https://www.bbc.co.uk/programmes/p01f0vzr</a></p> <p><b>The day</b> <a href="https://theday.co.uk/category/topics/culture/">https://theday.co.uk/category/topics/culture/</a></p>

## Walthamstow Academy - Year 8 Curriculum Experience

			<p><b>Religious sites to visit in London</b> <a href="https://www.inspirock.com/united-kingdom/religious-sites-in-london">https://www.inspirock.com/united-kingdom/religious-sites-in-london</a></p> <p><b>Religion museums in London</b> <a href="https://www.museumslondon.org/category/13/religion">https://www.museumslondon.org/category/13/religion</a></p>
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Term	ART and DT Curriculum Content	Assessment(s) <i>(assessment title, duration and approx date)</i>	Extra-Curricular Options <i>(Places to visit; wider reading; clubs to join)</i>
<p><b>Year 8 Art and DT Curriculum Overview:</b> In year 8 we explore the theme of identity through various forms, mediums and uses.</p>			
<p><b>Year 8 Art Cycle 1 (Sept – Jan)</b></p>	<p><b>Unit Title: Power portraits.</b> 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.</p> <ul style="list-style-type: none"> <li>• Stenciling</li> <li>• Painting acrylic</li> <li>• Drawing: grid method</li> <li>• Chalk and oil pastel</li> <li>• Modelling</li> <li>• Clay pinch pot</li> <li>• Cut out</li> <li>• Mixed media</li> <li>• Mixed media group work</li> </ul>	<p>Multiple choice quiz on art history element. Completed under exam conditions in school in January. 30mins duration.</p>	<p><b>The National Portrait Gallery, London.</b> <a href="https://www.npg.org.uk/">https://www.npg.org.uk/</a></p>
<p><b>Year 8 Art Cycle 2 (Feb – July)</b></p>	<p><b>Unit Title: Body adornment.</b> 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 learn about:</p> <ul style="list-style-type: none"> <li>• We continue to explore ideas of identity, but through 3d forms.</li> <li>• We learn the figure proportion techniques of artists and designers.</li> <li>• Clay</li> <li>• Construction</li> <li>• Painting</li> <li>• Wire modelling</li> <li>• Textiles: loom weaving</li> <li>• Braiding and wire modelling</li> <li>• Recycled Modelling</li> <li>• Construction</li> <li>• Drawing</li> </ul>	<p>Multiple choice quiz on art history element. Completed under exam conditions in school in April. 30mins duration. Practical exam 55mins duration. Completed under exam conditions in school in June.</p>	<p>Fashion and Textile Museum, London. <a href="https://fashiontextilemuseum.org/">https://fashiontextilemuseum.org/</a> Fashion Space Gallery, London. <a href="https://www.arts.ac.uk/colleges/london-college-of-fashion/student-life-at-lcf/facilities/fashion-space-gallery">https://www.arts.ac.uk/colleges/london-college-of-fashion/student-life-at-lcf/facilities/fashion-space-gallery</a></p>



## Walthamstow Academy - Year 8 Curriculum Experience

<b>Year 8 DT</b>	<p><b>Unit Title: Identity: functional jewellery</b></p> <p>Students will learn and develop skills asking them to imagine the future of wearable technology:</p> <ul style="list-style-type: none"> <li>• Examples of functional jewellery from signet rings to earrings which are directional speakers to double as headphones</li> <li>• Concept and prototyping</li> <li>• Isometric, 1- and 2-point perspective drawing</li> </ul>	<p>Assessment will be through multiple choice quizzes completed under exam conditions in school in January and April. 10min duration each</p>	<p><b>The British Museum, London.</b></p> <p><a href="https://www.britishmuseum.org/">https://www.britishmuseum.org/</a></p>
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## Walthamstow Academy - Year 8 Curriculum Experience

Term	COMPUTING Curriculum Content	Assessment(s) (assessment title, duration and approx date)	Extra-Curricular Options (Places to visit; wider reading; clubs to join)
<b>Year 8 Computing Curriculum Overview:</b> <i>What will year 8s study and learn this academic year? Why this/ why now?</i>			
Year 8 HT1	<b>Unit Title: Computing systems</b> 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. <ol style="list-style-type: none"> <li>1. Get in gear</li> <li>2. Under the hood</li> <li>3. Orchestra conductor</li> <li>4. It's only logical</li> <li>5. Thinking machines</li> <li>6. Sharing</li> </ol>	<b>Summative assessment – Computing systems – Y8</b>  <b>25 minutes</b>  <b>Week 6</b>	
Year 8 HT2	<b>Unit Title: Developing for the web</b> 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. <ol style="list-style-type: none"> <li>1. Website building blocks</li> <li>2. Words are not enough</li> <li>3. Taking shortcuts</li> <li>4. Searching the web</li> <li>5. Tightening the web</li> <li>6. Navigating the web</li> </ol>	<b>Summative assessment – Developing for the Web – Y8</b>  <b>20 minutes</b>  <b>Week 12</b>	
Year 8 HT3	<b>Unit Title: Introduction to Python programming</b> 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. <ol style="list-style-type: none"> <li>1. First steps</li> <li>2. Crunching numbers</li> </ol>	<b>Summative assessment – Introduction to Python programming – Y8</b>  <b>50 minutes</b>  <b>Week 18</b>	

## Walthamstow Academy - Year 8 Curriculum Experience

	<ol style="list-style-type: none"> <li>3. At a crossroads</li> <li>4. More branches</li> <li>5. Round and round</li> <li>6. Putting it all together</li> </ol>		
<b>Year 8 HT4</b>	<p><b>Unit Title: Media – Vector graphics</b></p> <p>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"> <li>1. Get into shapes</li> <li>2. Paths united</li> <li>3. Icon challenges</li> <li>4. What will you make?</li> <li>5. Under the hood</li> <li>6. Showcase</li> </ol>	<p><b>Summative assessment – Media – Vector graphics – Y8</b></p> <p><b>30 minutes</b></p> <p><b>Week 24</b></p>	
<b>Year 8 HT5</b>	<p><b>Unit Title: Mobile app development</b></p> <p>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"> <li>1. App for that</li> <li>2. Tappy Tap App</li> <li>3. School Lab Studios</li> <li>4. User input</li> <li>5. App development</li> <li>6. Project completion</li> </ol>	<p><b>Summative assessment – Mobile app development – Y8</b></p> <p><b>20 minutes</b></p> <p><b>Week 30</b></p>	
<b>Year 8 HT6</b>	<p><b>Unit Title: Representations – from clay to silicon</b></p> <p>Students will understand how Humans use symbols to record, process and transmit information. We then introduce binary digits to Students as the symbols computers use to perform these tasks and focus on the representation of text and numbers.</p> <ol style="list-style-type: none"> <li>1. Across time and space</li> <li>2. Lights and drums</li> <li>3. Binary digits</li> <li>4. Numbers in binary</li> <li>5. Large quantities</li> <li>6. Turing's mug</li> </ol>	<p><b>L6 Summative assessment – Representations – from clay to silicon – Y8</b></p> <p><b>30 minutes</b></p> <p><b>Week 36</b></p>	

## Walthamstow Academy - Year 8 Curriculum Experience

Term	DRAMA Curriculum Content	Assessment(s) <i>(assessment title, duration and approx date)</i>	Extra-Curricular Options <i>(Places to visit; wider reading; clubs to join)</i>
<p><b>Year 8 Curriculum Overview:</b></p> <p><i>The year 8 drama curriculum is a broad ranging yet accessible move into the wider world of theatre. Year 8 begins with students studying and exploring the play DNA. Term 2 students will travel back to the Renaissance period and explore Commedia del Arte through physical Theatre and mask work. This not only helps to build their cultural capital and understanding of the roots of stock characters but is instrumental in building the ensemble skills and non-naturalistic work we develop in KS4. Scaffolding on Commedia, students will then learn about the Theatre style of Brecht and the way roles are formed through non naturalistic Theatre. We introduce the text Blood Brothers in HT4, showing how credible performances can be created from text, that is also the set text at GCSE. Year 8 then become immersed in the Darker works of 'Faustus' and learn the strengths of Tension within Drama as well as exploring the seven deadly sins. The year closes with 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.</i></p> <p><b><u>Drama intent</u></b></p> <p>By the end of Year 8 students will:</p> <ul style="list-style-type: none"> <li>• Will have learned some of the styles of Theatre and have knowledge of where the practices apply within their own work</li> <li>• Understand and be able to relay the Basic storyline of Blood Brothers that is used at GCSE. They will focus on Nature V Nurture and superstition and contrast of character through Drama technique and skills such as vocal qualities and physicality.</li> <li>• They will re-enforce their learning from year 7 by producing solid 'split scenes' and learning to ' Mark the moment' of Theatrical importance.</li> <li>• They will explore set and stage positioning and look at 'proscenium arch' and in 'the round'</li> <li>• They will learn how to block a scene for maximum impact and the importance of use of space on stage.</li> <li>• They will have a completed and improved all written assessments in year 8 booklets to a competent/good/very good standard</li> <li>• They 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 competent/good/very good standard</li> <li>• All units build upon prior learning from Year 7 and reflect their advancement through year 9 and onto GCSE</li> </ul>			
<b>Year 8 HT1</b>	<p><i>Basic Theatrical practitioner styles through themes such as group think mentality Moral responsibility, 7 deadly sins and consequences for choices and actions.</i></p> <p><b>Unit Title: DNA</b></p> <ul style="list-style-type: none"> <li>• Will explore the group mentality issue of fight or flight and whether to tell or not to tell. They will also look at peer pressure and conduct Moralistic viewpoint debates with use of Verbatim Theatre to a good level.</li> </ul>	<p><b>Practical assessment only Week commencing 17 Oct over week A and Week B</b></p>	<p><b>Open Evening and Black History Month</b></p>

## Walthamstow Academy - Year 8 Curriculum Experience

	<ul style="list-style-type: none"> <li>This is a scripted unit and students will analyze the text through character analysis, stage and set directions and subtext. They will be able to block their pieces and run independent rehearsal. They will also take on the role of director.</li> <li>The written aspect for this unit will be more developed with a good use of drama language.</li> </ul>		
<b>Year 8 HT2</b>	<p><b>Unit Title: Commedia del Arte and Physical Theatre</b></p> <ul style="list-style-type: none"> <li>Students will explore the stock characters of the Renaissance Genre of Commedia Del Arte</li> <li>They will experiment with mask work to develop physical skill and technique</li> <li>They will refer to the practitioner Le Coq and form an idea of his methods</li> <li>Students will work in groups to design their own masks and touch on costume choices</li> <li>Physical Theatre will run throughout this unit and allow students to develop character choices and realise them through movement</li> </ul>	<b>Written booklets week commencing Dec 05<sup>th</sup> over 2 weeks</b>	<b>After school Drama club MML</b>
<b>Year 8 HT3</b>	<p><b>Unit Title: Brecht</b></p> <ul style="list-style-type: none"> <li>Students will understand some areas of Theatre of Bertholt Brecht through practical tasks and written content.</li> <li>They will know how Brecht sought to Alienate his audience and will be able to apply the correct Drama techniques in order to achieve this along with breaking the 4<sup>th</sup> Wall.</li> <li>Epic Theatre will be touched upon through Historical context and classic Literature and themes from 'oh what a lovely war'</li> <li>They will experiment with how props are used to define a role</li> </ul>	<b>Practical assessment</b>	
<b>Year 8 HT4</b>	<p><b>Unit Title: Blood Brothers</b></p> <ul style="list-style-type: none"> <li>Students will gain insight of the play 'Blood Brothers' studied at GCSE level through situational improvisation and Drama technique.</li> <li>They will attempt to understand some of the political and social issues of the 1960's.</li> <li>They will use physical skills to characterize the twin brothers at age 7.</li> <li>They will fully understand the act 1 plot and have some understanding of the plot details in Act 2 and 3.</li> </ul>	<b>Practical and written assessment</b>	<b>School production rehearsals SBY and MML</b>



## Walthamstow Academy - Year 8 Curriculum Experience

<b>Year 8 HT5</b>	<p><b>Unit Title: Seven Deadly sins</b></p> <ul style="list-style-type: none"> <li>• Students will be able to use the style of Steven Berkoff to create a physical/emotional wall.</li> <li>• They will use the seven deadly sins to explore moral and social issues.</li> <li>• They will have knowledge of the play 'Faustus' and the choices that present themselves within the play.</li> <li>• They will be able to use evaluation skills and Drama language to a good standard and will be able to spotlight areas of improvement and success.</li> <li>• They will be able to apply their findings to assessment and prepare for their final unit of Year 8</li> </ul>	<b>Practical assessment</b>	<b>School production rehearsals SBY and MML</b>
<b>Year 8 HT6</b>	<p><b>Unit Title: Devising from a stimulus</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• They will perform their pieces to a live audience (a year 7 class) and gain confidence and experience in a public setting.</li> <li>• They will have gained an empathy for the situations and circumstances of others and applied their drama technique when communicating to an audience</li> </ul> <p><b>Stimulus choices:</b>          Knife Crime          Sexual Equality          Hopes and Dreams          (Other whole school initiatives)</p>	<b>Practical and written assessment</b>	<b>School production rehearsals SBY and MML</b>

## Walthamstow Academy - Year 8 Curriculum Experience

Term	FRENCH/ SPANISH Curriculum Content	Assessment(s) <i>(assessment title, duration and approx date)</i>	Extra-Curricular Options <i>(Places to visit; wider reading; clubs to join)</i>
<b>Year 8 Curriculum Overview:</b> <i>In year 8 our curriculum aims at developing pupils' 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>			
Year 8 HT1	<b>Unit Title: Holidays</b> 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. <ul style="list-style-type: none"> <li>• Holiday destinations</li> <li>• Modes of transport</li> <li>• Holiday activities in the past tense</li> <li>• Opinions in the past tense</li> </ul>	<b>Formative assessment:</b> Vocabulary quizzes  <b>Summative Assessment:</b> End of unit listening and speaking assessment	Extended writing answering: <ul style="list-style-type: none"> <li>• Usual holidays</li> <li>• Last/most memorable holiday</li> <li>• Preferred type of holiday</li> <li>• Future holiday plans</li> </ul>
Year 8 HT2	<b>Unit Title: Going out and Staying in</b> 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. <ul style="list-style-type: none"> <li>• Weekend activities in the present tense</li> <li>• Clothes and what to wear</li> <li>• TV shows and film</li> <li>• Weekend activities in the near future tense</li> </ul>	<b>Formative assessment:</b> Vocabulary quizzes  <b>Summative assessment:</b> End of unit reading and writing assessment	<ul style="list-style-type: none"> <li>• Extended writing answering:</li> <li>• what do you prefer to do when you have free time</li> <li>• what you did last weekend with your friends</li> <li>• review of a film watched recently</li> <li>• your plans for next weekend</li> </ul>
Year 8 HT3	<b>Unit Title: Daily routine, health and fitness</b> In this unit pupils 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	<b>Formative assessment:</b> Vocabulary quizzes	

## Walthamstow Academy - Year 8 Curriculum Experience

	<p>healthy and unhealthy habits including recommendations. The focus on role plays lends itself to specific practice of aural skill and phonics.</p> <p>Students will learn about:</p> <ul style="list-style-type: none"> <li>• Daily routines (reflexive verbs)</li> <li>• Health eating: breakfast, lunch and dinner,</li> <li>• Going to the doctors – expressing ailments</li> </ul>	<p><b>Summative assessment:</b> End of unit listening and writing assessment</p>	
<p><b>Year 8 HT4</b></p>	<p><b>Unit Title: School and future plans</b></p> <p>In this unit pupils 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"> <li>• School routines and rules</li> <li>• Jobs</li> <li>• Expressing future desires</li> </ul>	<p><b>Formative Assessment:</b> Vocabulary quizzes</p> <p><b>Summative Assessment:</b> Speaking</p>	
<p><b>Year 8 HT5</b></p>	<p><b>Unit Title: Revision</b></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><b>End of Year Exams</b> Listening, reading and writing</p>	
<p><b>Year 8 HT6</b></p>	<p><b>Unit Title: Carnival</b></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"> <li>• The colonial origins of carnival</li> <li>• Writing in 3 tenses</li> </ul>	<p><b>Formative assessment:</b> poster to promote Carnival</p>	

## Walthamstow Academy - Year 8 Curriculum Experience

Term	GEOGRAPHY Curriculum Content	Assessment(s) (assessment title, duration and approx date)	Extra-Curricular Options (Places to visit; wider reading; clubs to join)
<p><b>Year 8 Geography Curriculum Overview:</b> 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><b>Year 8 HT1 and 2</b></p>	<p><b>Unit Title: Population</b> 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"> <li>• Population distribution and factors which affect it.</li> <li>• The population explosion.</li> <li>• The demographic transition model.</li> <li>• Population pyramids and structure.</li> <li>• Factors affecting population structure.</li> <li>• Population decision making activity.</li> <li>• The ageing population.</li> <li>• Migration – push and pull factors.</li> <li>• Poland to UK migration – (1947-2004)</li> </ul>	<p><b>Population assessment – 1 hour</b></p>	<p style="text-align: center;"><b>The Americas with Simon Reeve -</b> <a href="https://www.bbc.co.uk/iplayer/episode/m000b8rj/the-americas-with-simon-reeve-series-1-episode-5">https://www.bbc.co.uk/iplayer/episode/m000b8rj/the-americas-with-simon-reeve-series-1-episode-5</a> <b>Mediterranean with Simon Reeve -</b> <a href="https://www.bbc.co.uk/iplayer/episode/b0bqn4g1/mediterranean-with-simon-reeve-series-1-episode-4">https://www.bbc.co.uk/iplayer/episode/b0bqn4g1/mediterranean-with-simon-reeve-series-1-episode-4</a></p>
<p><b>Year 8 HT3 and 4</b></p>	<p><b>Unit Title: Tectonics</b> 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</p>	<p><b>Tectonics assessment – 1 hour</b></p>	

## Walthamstow Academy - Year 8 Curriculum Experience

	<p>of the differing impact of volcanoes and earthquakes of countries at different stages of development.</p> <ul style="list-style-type: none"> <li>• Geological timescales.</li> <li>• The structure of the Earth.</li> <li>• The world's plates and convection currents.</li> <li>• Plate boundaries.</li> <li>• Features of a volcano – shield and composite.</li> <li>• Volcanic monitoring and prediction.</li> <li>• Living near a volcano dilemma.</li> <li>• Earthquakes – prediction and planning.</li> <li>• Earthquake protection.</li> <li>• Earthquake DME.</li> <li>• 2011 Japan earthquake – case study.</li> <li>• Haiti earthquake – case study.</li> </ul>		
<p style="text-align: center;"><b>Year 8 HT5 and 6</b></p>	<p><b>Unit Title: Coasts</b> 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"> <li>• How does geology influence the UK?</li> <li>• Wave features and changing coastlines.</li> <li>• Types of erosion and weathering.</li> <li>• The formation of headlands and bays.</li> <li>• The formation of wave-cut platforms.</li> <li>• The formation of caves, stacks and arches.</li> <li>• The process of longshore drift and beach formation.</li> <li>• The formation of a spit.</li> <li>• Soft and hard engineering.</li> <li>• Holderness Coast case study</li> </ul>	<p style="text-align: center;"><b>Coasts assessment – 1 hour</b></p>	<p style="text-align: center;"><b>Coasts landforms -</b> <a href="https://www.youtube.com/watch?v=ZWEJq03NBao">https://www.youtube.com/watch?v=ZWEJq03NBao</a></p>



## Walthamstow Academy - Year 8 Curriculum Experience

Term	HISTORY Curriculum Content	Assessment(s) <i>(assessment title, duration and approx date)</i>	Extra-Curricular Options <i>(Places to visit; wider reading; clubs to join)</i>
<p><b>Year 8 Curriculum Overview:</b>  <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>			
Year 8 HT1	<p><b>Unit Title: The English Reformation and the Tudor rollercoaster</b>  Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> <li>• What led to the European Reformation?</li> <li>• What were the differences between Catholicism and Protestantism?</li> <li>• Why did Henry VIII want to break from Rome? Religious , Succession or Financial</li> <li>• How did Edward VI change the church?</li> <li>• Does Mary deserve the nickname 'Bloody Mary'?</li> </ul> <p><b>History Skills:</b></p> <ul style="list-style-type: none"> <li>• How to identify the message of a source.</li> <li>• How to develop multi-causal explanations.</li> <li>• How to unpick and question interpretations and how historians have come to form them.</li> </ul>	<p><b>Formative assessment:</b>  - Key questions and hinge questions designed into all lessons  - Source analysis tasks  - Interpretation tasks  - Teacher questioning</p> <p><b>Summative assessment:</b>  <b>Q: Explain the 3 main reasons why Henry VIII wanted to create a new Protestant Church of England? (12)</b></p>	<p><b>Visit: HAMPTON COURT PALACE:</b>  <a href="https://www.hrp.org.uk/hampton-court-palace/#gs.amv393">https://www.hrp.org.uk/hampton-court-palace/#gs.amv393</a></p>
Year 8 HT2	<p><b>Unit Title: Elizabeth 1, Early Years, 1558-88. Including the beginnings of the slave trade</b>  Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> <li>• Challenges to Elizabeth's accession to the throne</li> <li>• Elizabeth's Religious Settlement</li> <li>• Elizabeth and the threat from Mary Queen of Scots</li> <li>• Trade, competition with Spain and the Royal African Company and the beginnings of the Slave trade.</li> </ul> <p><b>History Skills:</b></p>	<p><b>Formative assessment:</b>  - Key questions and hinge questions designed into all lessons  - Source analysis tasks  - Interpretation tasks  - Teacher questioning</p> <p><b>Summative assessment:</b></p>	<p><b>Visit the Tower of London where Elizabeth was kept under house arrest between 1554-1555 by her sister Mary I before she became Queen</b></p> <p><a href="https://www.hrp.org.uk/tower-of-london/#gs.amv58c">https://www.hrp.org.uk/tower-of-london/#gs.amv58c</a></p>

## Walthamstow Academy - Year 8 Curriculum Experience

	<ul style="list-style-type: none"> <li>• How to measure the extent of change.</li> <li>• How to describe the rate of change and its impact.</li> </ul>	<p><b>Q: Explain the 3 main challenges Elizabeth faced when she became Monarch? (12)</b></p>	
<p><b>Year 8 HT3</b></p>	<p><b>Unit Title: The Causes of the English Civil War</b> Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> <li>• What were the long term causes of the ECW? (Catholic threat, 11-years tyranny, puritan challenges).</li> <li>• What were the short term causes of the ECW? (War and taxation).</li> <li>• Who fought who in the English Civil War?</li> </ul> <p><b>History Skills:</b></p> <ul style="list-style-type: none"> <li>• How to sequence events into a clear chronological narrative account.</li> <li>• How to develop analysis skills that will lead to them linking between events.</li> </ul>	<p><b>Formative assessment:</b></p> <ul style="list-style-type: none"> <li>- Key questions and hinge questions designed into all lessons</li> <li>- Source analysis tasks</li> <li>- Interpretation tasks</li> <li>- Teacher questioning</li> </ul> <p><b>Summative assessment:</b></p> <ul style="list-style-type: none"> <li>- UL Common Assessment</li> </ul>	<p><b>Visit Civil War Battlefields and battle re-enactments:</b> <a href="https://www.historyhit.com/guides/key-battlefield-sites-and-monuments-of-the-english-civil-war/">https://www.historyhit.com/guides/key-battlefield-sites-and-monuments-of-the-english-civil-war/</a></p>
<p><b>Year 8 HT4</b></p>	<p><b>Unit Title: The British Empire and the Slave trade. The Abolition of the Slave trade.</b> Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> <li>• What was the role of the British Empire in the TAST?</li> <li>• How did the TAST work?</li> <li>• How was the slave Trade abolished?             <ol style="list-style-type: none"> <li>a) White middle-class campaigns</li> <li>b) Black rebellions and campaigners</li> <li>c) Economic changes</li> </ol> </li> </ul> <p><b>History Skills:</b></p> <ul style="list-style-type: none"> <li>• How to identify a line of argument in an interpretation.</li> <li>• To consider the value of a range of interpretations.</li> <li>• To use sources to support a view.</li> <li>• To come to a judgement.</li> </ul>	<p><b>Formative assessment:</b></p> <ul style="list-style-type: none"> <li>- Key questions and hinge questions designed into all lessons</li> <li>- Source analysis tasks</li> <li>- Interpretation tasks</li> <li>- Teacher questioning</li> </ul> <p><b>Summative assessment:</b></p> <p><b>Q: How useful are Sources A and B for an enquiry about the abolition of the Slave trade. (8)</b></p>	<p><b>Visit Royal Greenwich Museums ‘ Atlantic Worlds Exploitation, trade, war, enslavement and resistance’ Exhibition</b> <a href="https://www.rmg.co.uk/national-maritime-museum/attractions/atlantic-gallery-slavery-trade-empire">https://www.rmg.co.uk/national-maritime-museum/attractions/atlantic-gallery-slavery-trade-empire</a></p>
<p><b>Year 8 HT5</b></p>	<p><b>Unit Title: Revision for EOY UL assessment</b> Students will learn about/ develop skills of:</p>	<p><b>Formative assessment:</b></p>	

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	<ul style="list-style-type: none"> <li>• 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</li> </ul> <p>Key Skills:</p> <ul style="list-style-type: none"> <li>• Analysis and evaluation extended answer question</li> <li>• Source analysis</li> <li>• Analysis of a Historian's interpretation</li> </ul>	<ul style="list-style-type: none"> <li>- Key questions and hinge questions designed into all lessons</li> <li>- Source analysis tasks</li> <li>- Interpretation tasks</li> <li>- Teacher questioning</li> </ul> <p>Summative assessment:</p> <ul style="list-style-type: none"> <li>- UL Common Assessment</li> </ul>	
<p style="text-align: center;"><b>Year 8 HT6</b></p>	<p><b>Unit Title: The British Empire</b></p> <p>Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> <li>• What was the British Empire? Why did countries desire them?</li> <li>• Why was Britain interested in North America</li> <li>• How was Britain's relationship with India established and how did it change over time?</li> </ul> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>• How to explain the impact of events and developments on people who experience them.</li> <li>• How to analyse historical interpretations to identify historians' arguments.</li> </ul>	<p>Formative assessment:</p> <ul style="list-style-type: none"> <li>- Key questions and hinge questions designed into all lessons</li> <li>- Source analysis tasks</li> <li>- Interpretation tasks</li> <li>- Teacher questioning</li> </ul> <p>Summative assessment:</p> <p>na</p>	<p>The British Museum's 'Learn how colonial relationships shaped the British Museum's collection in this object trail.'</p> <p><a href="https://www.britishmuseum.org/visit/object-trails/collecting-and-empire-trail">https://www.britishmuseum.org/visit/object-trails/collecting-and-empire-trail</a></p>

## Walthamstow Academy - Year 8 Curriculum Experience

Term	MUSIC Curriculum Content	Assessment(s) <i>(assessment title, duration and approx date)</i>	Extra-Curricular Options <i>(Places to visit; wider reading; clubs to join)</i>
<p><b>Year 8 Curriculum Overview:</b> In Year 8 we revisit the ukulele to build some higher-level skills and to understand how chords differ from melody, and the relationship between the two. Students are also introduced to musical notation in the form of chord diagrams and tablature. They also build listening/appraisal skills through an exploration of film music and its effect on mood. Students finish the year by building ensemble skills as they participate in a pop band with their classmates.</p>			
Year 8 HT1	<p><b>Unit Title: Beauty of Baroque and the Sound of Orchestra</b> Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> <li>Features of baroque period music, including texture, instrumentation, and harmony</li> <li>Identifying the sounds of instruments in the string, woodwind, and brass family during the baroque period</li> </ul>	<b>January Listening and Appraisal Exam</b>	YouTube listening playlist on Google classroom
Year 8 HT2	<p><b>Unit Title: Variation</b> Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> <li>Understanding of how the Elements of Music can be used and manipulated as a basic form of musical variation to an existing theme or melody.</li> <li>Know, understand, and use other musical devices that can be changed or added to, to provide musical variation to an existing theme or melody.</li> <li>Understand Variation Form as a type of musical Form and Structure.</li> </ul>	<b>January Listening and Appraisal Exam</b>	N/A
Year 8 HT3	<p><b>Unit Title: Folk Song and Tonality</b> Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> <li>Folk Songs of other cultural origins</li> <li>Singing in two parts</li> </ul>	<b>June Listening and Appraisal Exam</b>	School Choir
Year 8 HT4	<p><b>Unit Title: The Power of Pentatonic</b> Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> <li>The use of pentatonic scale in different cultural origins</li> <li>Creating music using different pentatonic scales</li> <li>Remix the own composition using Ableton</li> </ul>	<b>June Listening and Appraisal Exam</b>	Music Tech Club

## Walthamstow Academy - Year 8 Curriculum Experience

<b>Year 8 HT5</b>	<p><b>Unit Title: All That Bass</b> Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> <li>• Reading the Bass clef</li> <li>• Performing on the keyboard with left hand</li> </ul>	<b>June Listening and Appraisal Exam</b>	Books on ABRSM Grade 2 Music Theory Piano Lessons
<b>Year 8 HT6</b>	<p><b>Unit Title: Reggae</b> Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> <li>• Exploring the social and political context of a musical movement.</li> <li>• Syncopation.</li> <li>• Application of Keyboard and Ukulele skills in an ensemble setting</li> <li>• How to lead and participate in a rehearsal.</li> </ul>	<b>June Listening and Appraisal Exam</b>	Watch 'Get up Stand Up – the Bob Marley Musical' either at the theatre or through a streaming service.

## Walthamstow Academy - Year 8 Curriculum Experience

Term	PE Curriculum Content	Assessment(s) <i>(assessment title, duration and approx date)</i>	Extra-Curricular Options <i>(Places to visit; wider reading; clubs to join)</i>
<b>Year 8 PE Curriculum Overview:</b> <i>What will year 8s study and learn this academic year? Why this/ why now?</i>			
<b>Year 8 HT1</b>	<b>Unit Title:</b> Students will learn about/ develop skills of: <ul style="list-style-type: none"> <li>• Multi-skills</li> <li>• Trampoline</li> <li>• Basketball</li> <li>• Cross Country</li> </ul>	Component of Fitness - Baseline assessment, two hours, w/b 12 September	<ul style="list-style-type: none"> <li>• Boys' and girls' football</li> <li>• Girls' netball</li> <li>• Table Tennis team</li> <li>• Cross Country squad</li> </ul>
<b>Year 8 HT2</b>	<b>Unit Title:</b> Students will learn about/ develop skills of: <ul style="list-style-type: none"> <li>• Rugby</li> <li>• Table Tennis</li> <li>• Fitness</li> </ul>	Component of Fitness - Baseline assessment, two hours, w/b 11 November	<ul style="list-style-type: none"> <li>• Boys and girls' football</li> <li>• Girls' netball</li> <li>• Boys' and girls' basketball</li> <li>• Indoor athletics</li> <li>• Badminton squad</li> <li>• Indoor girls' cricket</li> <li>• Boys' and girls' Handball</li> </ul>
<b>Year 8 HT3</b>	<b>Unit Title:</b> Students will learn about/ develop skills of: <ul style="list-style-type: none"> <li>• Rugby</li> <li>• Football</li> <li>• Handball</li> </ul>	Component of Fitness - Baseline assessment, two hours, w/b 30 January	<ul style="list-style-type: none"> <li>• Boys' and girls' basketball</li> <li>• Indoor athletics</li> <li>• Boys' and girls' Handball</li> <li>• Trampoline squad</li> </ul>
<b>Year 8 HT4</b>	<b>Unit Title:</b> Students will learn about/ develop skills of: <ul style="list-style-type: none"> <li>• Rugby</li> <li>• Football</li> <li>• Handball</li> </ul>	Component of Fitness - Baseline assessment, two hours, w/b 27 March	<ul style="list-style-type: none"> <li>• Boys' and girls' football</li> <li>• Girls' netball</li> <li>• Indoor athletics</li> </ul>
<b>Year 8 HT5</b>	<b>Unit Title:</b> Students will learn about/ develop skills of:		<ul style="list-style-type: none"> <li>• Boys' and girls' athletics league (outdoor)</li> </ul>

## Walthamstow Academy - Year 8 Curriculum Experience

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