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.

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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)*
Year 8 Curriculum Overview: *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. 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.*			
Year 8 HT1	**Unit Title: Fiction Writing** Building on their creative writing work in year 7, students develop their writing around our core principles of authenticity, clarity and accuracy. Students continue to practise structuring their story, introducing a cyclical narrative, and developing increasingly sophisticated vocabulary. Students will develop skills of: • Structuring a piece of creative writing • Developing their use of descriptive language • Introducing ambitious vocabulary into their writing	**Formative Assessment:** Write a characterisation for a descriptive or narrative story. **Summative Assessment:** Write a descriptive or narrative story.	Young Writer's 'Empowered' Poetry competition Creative Writing club Wider fiction reading for students' pleasure (students will have access to books via Sparx Reader from their reading lessons)
Year 8 HT2	**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: • An introduction to the Gothic genre • Analysing a theme across a novel • The context of Romanticism, the enlightenment and key psychological theories	**Formative assessment:** Thematic essay on an extract **Summative assessment:** Thematic essay on an extract	Watch: Baz Luhrmann's 1996 version of Romeo and Juliet Visit: Shakespeare's Globe Theatre
Year 8 HT3	**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	**Mid-Year Exam (January):** Students will be assessed on both Reading and Writing papers.	Watch: BBC documentary: The Strange Case of Frankenstein Young Writer's: Twisted Tales short story competition

	use of language and form and solidify their ability to make links between their analysis and contextual influences. Students will learn about: • The dual context of Elizabethan England and traditionally Catholic Europe • Linking analysis to contextual features • Themes of masculinity, relationships, fate and power.	**Formative Assessment** **Frankenstein:** Thematic essay on an extract	
Year 8 HT4	**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: • Analysing a theme across literature of different contexts and time periods. • Developing analytical writing • Making links between literature and the world around them.	**Formative Assessment:** Thematic essay on one poem from the anthology. **Summative Assessment:** Thematic essay on a different poem from the anthology.	Read: Non-Fiction articles on the topic of social protest, accessible via The Day. Further reading around the theme of social protest is available from the school library.
Year 8 HT5	**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: • The dystopian concepts of technological dangers, government control and environmental destruction • Authorial intent and writer's message • Analysing structural features of a short story.	**Formative Assessment:** Essay on a character or theme from one story in the anthology. **Summative Assessment:** Essay on a character or theme from one story in the anthology	Further Dystopian reading available from the school library: • Hunger Games • Divergent • The Maze Runner Creative Writing club
Year 8 HT6	**Unit Title: Speech Writing** To end the year, students across KS3 complete a unit of work that focuses on developing their oracy and public speaking skills. Students will work on writing speeches around a theme and then performing them to their peers. The year culminates in an inter-year competition with performances in assembly. Students will learn about: • What makes an effective speech • How to effectively use persuasive devices in their writing • How to use their voice and body language to communicate with an audience	**End of Year PPE:** Students will be assessed through a Reading and a Writing paper that assesses key skills that students have learnt across the year.	Read: reading examples of famous letters and speeches Newspaper Club

Term	MATHS Curriculum Content	Assessment(s) *(assessment title, duration and approx date)*	Extra-Curricular Options *(Places to visit; wider reading; clubs to join)*
Year 8 Curriculum Overview: *Year 8 curriculum is a broad range of topics from Number, Algebra, Shapes, Measure and Data*			
Year 8 HT1	Students will learn about/ develop skills of: • Powers and Roots • Prime Factorisation • Rounding • Fractions • Solving Equations 1	End of topic tests – 30 min at the end of most topics **Progress Point 1 Test: Week Beginning 20 Oct 25**	• Pupils 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 learn about/ develop skills of: • Angles in Parallel Lines • Circumference • Fractions, decimals and percentages	End of topic tests – 30 min at the end of most topics	• Watch following films o Hidden figures Cube
Year 8 HT3	Students will learn about/ develop skills of: • Percentage calculations • Direct Proportion • Ratio 1 • Area of circles and trapezia (Part 1)	End of topic tests – 30 min at the end of most topics **Pre Public Examinations (PPE1) Week Beginning 05 Jan 26**	• UKMT clubs for selected pupils
Year 8 HT4	Students will learn about/ develop skills of: • Area of circles and trapezia (Part 2) • 3-D visualisation • Volume 1	End of topic tests – 30 min at the end of most topics	Visit • Bank of England • Science Museum • V&A Museum • Bletchley Park

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Year 8 HT5	Students will learn about/ develop skills of: • Statistics 1 (presenting and interpreting data) • Averages and Spread	End of topic tests – 30 min at the end of most topics **Progress Point 2 Test: Week Beginning 13 April 26**	
Year 8 HT6	Students will learn about/ develop skills of: • Decimal Manipulation • Related Calculations • Plans and Elevations	End of topic tests – 30 min at the end of most topics **Pre Public Examinations (PPE2) Week Beginning 01 Jun 26**	

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Term	SCIENCE Curriculum Content	Assessment(s) *(assessment title, duration and approx date)*	Extra-Curricular Options *(Places to visit; wider reading; clubs to join)*
Year 8 Curriculum Overview: *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. The topics studied in Year 8 are: 8.01 Heating and Cooling, 8.02 Earth & the Atmosphere, 8.03 Forces & Motion, 8.04 Plants & their processes, 8.05 Electricity, 8.06 Interactions and Interdependence, 8.07 Forces & Work, 8.08 Acids & Alkalis, 8.09 Nutrition & digestion, 8.10 Space* **Wider Reading:** https://www.sciencejournalforkids.org/ Wow science https://wowscience.co.uk/ https://www.youtube.com/@bbcteach One Zoo Three Series Read articles in The Day or in New Scientist			
Year 8 HT1	**Heating and Cooling -** In this unit, students use ideas about the particle model and energy transfer to describe and explain temperature and the cause of any change to it. • Temperature • Changing Energy • Conduction • Density • Convection • Radiation	**TOPIC TEST – 30 MINS**	*"How Things Work: The Physics of Everyday Life"* by Louis A. Bloomfield *"The Magic School Bus Gets Cold Feet"* by Joanna Cole *"Energy Island: How One Community Harnessed the Wind and Changed Their World"* by Allan Drummond Science Museum London – Energy Revolution gallery Natural History Museum – Climate and environment exhibits
Year 8 HT1	**Earth and the atmosphere** - Students will begin by examining the internal structure of the Earth and the theory of continental drift before investigating the formation and characteristics of igneous, sedimentary and metamorphic rocks. • Earth's atmosphere • Composition of the earth • Global Warming • Weathering • Rock formation	**TOPIC TEST – 30 MINS**	**Wider Reading:** • National Geographic Kids articles on climate and geology • *"Earth: Our Planet in Space"* by Seymour Simon **Extra-Curricular Activities:** • Natural History Museum Earth science exhibits • London Wildlife Trust nature walks and conservation projects • Gardening club at WA

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Year 8 HT2	**Forces and Motion –** In this unit, students develop their understanding of how forces affect the motion of objects. They learn to describe, measure, and predict the effects of forces, using key concepts such as balanced and unbalanced forces, speed, and acceleration. • Forces and their effects • Balanced and unbalanced forces • Speed and motion graphs • Gravity and weight • Friction, air resistance, and drag	**TOPIC TEST – 30 MINS**	**Wider Reading:** • *"Forces and Motion"* by Christopher Gordon • *"The Way Things Work Now"* by David Macaulay **Extra-Curricular Activities:** • Science Museum interactive exhibits on forces and machines • STEM club at WA • Building simple machines or bridges projects
PPE 1 is 1 paper. Students will be assessed on the following: (including Y7 topics) **8.01 Heating and Cooling, 8.02 Earth and the atmosphere, 8.03 Forces & Motion** **Revision resources posted on Satchel One and Seneca**			
Year 8 HT2	**Plants and Their Processes –** In this unit, students explore the structure and function of plants and how they carry out essential life processes. They gain an understanding of their vital role in ecosystems and food chains. • Parts and functions of a plant • Photosynthesis • Pollination and fertilisation • Seed dispersal and germination • Water and nutrient transport • The role of plants in ecosystems	**TOPIC TEST – 30 MINS**	**Wider Reading:** • *"The Hidden Life of Trees"* by Peter Wohlleben • Royal Botanic Gardens, Kew website articles **Extra-Curricular Activities:** • Visit Kew Gardens and London Wetland Centre • Gardening club
Year 8 HT3	**Electricity – I**n this unit, students develop their understanding of current electricity, circuits, and energy transfer. They explore how components behave in series and parallel circuits, learn how to represent circuits using symbols, and use equations to calculate current, potential difference, and resistance. • Electric current and charge • Circuit components and symbols • Series and parallel circuits • Potential difference and resistance • Energy transfer in electrical appliances • Electricity generation and sustainability	**TOPIC TEST – 30 MINS**	**Wider Reading:** • *"Electricity and Magnetism"* by DK Eyewitness • *"The Boy Who Harnessed the Wind"* by William Kamkwamba **Extra-Curricular Activities:** • Science Museum electricity exhibits and workshops • STEM
Year 8 HT3	**Interactions and Interdependence** – In this unit, students explore the relationships between organisms and how they depend on each other and their environments for survival. They study food chains and webs, competition, adaptation, and the impact of environmental changes on ecosystems		**Wider Reading:** • *"Food Chains and Webs"* by Anita Ganeri • *"The Secret Life of Trees"* by Colin Tudge **Extra-Curricular Activities:**

	• Food chains and food webs • Competition and adaptation • Predator–prey relationships • Environmental changes • Ecosystem balance and disruption • Biodiversity and sustainability	**TOPIC TEST – 30 MINS**	• Natural History Museum ecology exhibits • London Wildlife Trust conservation activities • London Zoo • Whipsnade safari park
Year 8 HT4	**Forces and Work** – In this unit, students investigate how forces cause changes in motion and how work is done when a force moves an object. They explore concepts such as resultant forces, work done, energy transfer, and the relationship between force, distance, and energy. Students also study simple machines and their practical applications. • Forces and motion • Resultant forces • Work done and energy transfer • Force, distance, and energy • Simple machines and levers		**Wider Reading:** • *"Forces and Motion"* by Christopher Gordon • *"The Way Things Work Now"* by David Macaulay
Year 8 HT4	**Acids and Alkalis** – This unit focuses on the properties and reactions of acids and alkalis. Students learn to identify acids, alkalis, and neutral substances using indicators, explore neutralisation reactions, and investigate the pH scale. The unit also covers the uses of acids and alkalis in everyday life and industrial processes. • Properties of acids and alkalis • pH scale and indicators • Neutralisation reactions • Every day and industrial uses • Safety when handling acids and alkalis		**Wider Reading:** • *"Acids, Bases and Salts"* by Roy Watson • *"The Chemistry of Everyday Things"* by Joe Schwarcz **Extra-Curricular Activities:** • Science Museum chemistry demonstrations • Chemistry clubs and science fairs Baking a cake!
PPE 2 consists of 3 papers. Students will be assessed on the following (including Y7 content) **Biology:** 8.04 Plants and their Processes, 8.06 Interactions and Interdependence **Chemistry:** 8.02 Earth and the atmosphere, 8.08 Acids & Alkalis **Physics:** 8.01 Heating & Cooling, 8.03 Forces in Motion, 8.05 Electricity Revision resources can be found on Satchel One and Seneca			
Year 8 HT5	**Nutrition and Digestion** – In this unit, students study the importance of nutrition and the processes involved in digestion. They learn about the different nutrients required by the body, the structure and function of the digestive system, and how nutrients are absorbed and transported. The unit highlights the importance of a balanced diet for health.		**Wider Reading:** • *"Why Do We Eat?"* by Christine Berrie • *"The Human Body"* by DK Eyewitness

	• Nutrients and their functions • Digestive system structure • Processes of digestion and absorption • Transport of nutrients • Balanced diet and health		
Year 8 HT6	**Space –** This unit introduces students to the Earth's place in the universe. Topics include the solar system, phases of the moon, day and night, and the movement of planets. Students explore concepts of gravity and orbit, and the role of space exploration in advancing scientific knowledge. • Solar system and planets • Phases of the moon • Earth's rotation and day/night • Gravity and orbits • Space exploration and technology	**TOPIC TEST 30 MINS**	**Wider Reading:** • *"Cosmos"* by Carl Sagan • *"National Geographic Kids: Space Encyclopaedia"* **Extra-Curricular Activities:** • Royal Observatory Greenwich planetarium • London Planetarium show • Natural History Museum • Science Museum

Term	RE Curriculum Content	Assessment(s) *(assessment title, duration and approx date)*	Extra-Curricular Options *(Places to visit; wider reading; clubs to join)*
What will year 8s study and learn this academic year? Why this/ why now? 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. 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 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.			
Year 8 HT1 - 2	Unit Title: Islam 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.	Formative assessment 5-10 mark small stakes retrieval quiz in each lesson Summative assessment Feature 10 one-mark questions, a 5 mark describe question, and a 10 mark explain question.	Discovering religious text - https://www.bl.uk/sacred-texts/teaching-resources Sources of wisdom - https://www.reonline.org.uk/resources/sources-of-wisdom/ BBC Bitesize KS3 https://www.bbc.co.uk/bitesize/subjects/zh3rkqt Email a believer (REonline) http://pof.reonline.org.uk/ REOnline - Subject knowledge https://www.reonline.org.uk/subject-knowledge/ Most BBC RE clips
Year 8 **HT3 -4**	**Unit Title: Hindu Dharma** Students will learn about/ develop skills of: Students begin with the origins and development of Hindu Dharma, one of the world's oldest religions, rooted in the Indian subcontinent and evolving from ancient Vedic traditions. They will explore the challenges of naming such a diverse faith, often grouped under the Western term "Hinduism." Students will examine the religion's sacred texts, such as the Vedas and the Bhagavad Gita, and understand key beliefs including the nature of Brahman, the concept of Atman, karma, dharma, and the cyclical view of time and creation. They will learn about Hindu perspectives on morality, the afterlife, and how duties vary	**Formative assessment** 5-10 mark small stakes retrieval quiz in each lesson **Summative assessment** Feature 10 one-mark questions, a 5 mark describe question, and a 10 mark explain question.	

	by life stage and social role, while also recognising the emphasis on non-violence and equality. The course will also introduce students to Hindu practices such as worship in mandirs, festivals like Diwali, and life rituals from birth to death. Finally, students will gain an appreciation for the rich diversity within Hindu Dharma, both within India and across the global Hindu diaspora, including how traditions adapt while maintaining core spiritual values.		https://drive.google.com/open?id=17VMuMqZ7JZXFnz-k2M0FEgxQqJbF9A1hUL8igC5eNF BBC - podcasts & programmes - History of philosophy https://www.bbc.co.uk/programmes/topics/History_of_philosophy?fbclid=IwAR2EXdw0C4A2dv0lfAVOxypgWuS3H2CUEB1tjemeVj4zbAykqf0axLZ1LwU Crash Course Philosophy https://www.youtube.com/playlist?list=PL8dPuuaLjXtNgK6MZucdYldNkMybYIHKR BBC - In our time - Religion https://www.bbc.co.uk/programmes/p01gvqlg BBC - In our time - Philosophy https://www.bbc.co.uk/programmes/p01f0vzr The day https://theday.co.uk/category/topics/culture/ Religious sites to visit in London https://www.inspirock.com/united-kingdom/religious-sites-in-london Religion museums in London https://www.museumslondon.org/category/13/religion
Year 8 HT5 -6	**Unit Title: Study of Sikhi** Students will learn about/ develop skills of: This unit explores the origins and core beliefs of Sikhi, beginning with the life and teachings of Guru Nanak. Students learn about the formation of the Khalsa under Guru Gobind Singh, the significance of the 5 Ks, and the role of the Guru Granth Sahib as the eternal Guru. The unit also highlights the importance of equality and service (sewa), particularly through the Gurdwara and the practice of langar, helping students understand how Sikh values are lived out in community life.	**Formative assessment** 5-10 mark small stakes retrieval quiz in each lesson **Summative assessment** Feature 10 one-mark questions, a 5 mark describe question, and a 10 mark explain question.	

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Term	ART Curriculum Content	Assessment(s) *(assessment title, duration and approx date)*	Extra-Curricular Options *(Places to visit; wider reading; clubs to join)*
Year 8 Curriculum Overview:			
Year 8 Autumn	**Unit Title: Vincent van Gogh – Mark making:** Studying Vincent van Gogh allows students to explore one of history's most influential artists. By analysing works like *Starry Night* and *Sunflowers*, students learn how van Gogh used vibrant colours and expressive brushwork to convey emotion. His impact on Post-Impressionism and themes of mental health and resilience offers valuable insights into art's power to reflect personal experiences. This study encourages creativity and critical thinking, inspiring students to consider how artists shape visual culture. • **Artistic analysis** • **Use of colour and brushwork** • **Understanding artistic movements** • **Exploring emotional expression** • **Reflecting on personal experiences** • **Developing creativity** • **Enhancing critical thinking** • **Recognising the impact of artists on culture** • **Drawing** • **Mark making** • **Painting**	Students will be assessed on their ongoing work within their workbook. Practical outcome: Starry night painting	**Places to Visit:** • **The Courtauld Gallery (London) – features Van Gogh's *Self-Portrait with Bandaged Ear*** • **The National Gallery (London) – houses *Sunflowers* and other Post-Impressionist works** • **Van Gogh immersive exhibitions (check for local pop-up experiences)** • **Local galleries with Impressionist or Post-Impressionist collections** • **Public murals or community art projects inspired by expressive mark making** **Wider Reading / Viewing:** • ***Van Gogh and the Sunflowers* by Laurence Anholt** • ***Vincent's Starry Night and Other Stories* by Michael Bird – a story-based art history book** • ***The Yellow House: Van Gogh, Gauguin, and Nine Turbulent Weeks in Arles* by Martin Gayford (simplified summaries or excerpts for KS3)** • **Watch: Loving Vincent (animated film made with oil paintings – appropriate clips)** • **Explore Van Gogh's letters online (Van Gogh Museum website)** **Clubs to Join / Activities:** • **School Art Club: recreate Van Gogh-inspired work using oil pastels, paint, or mixed media** • **Try outdoor mark-making in sketchbooks – focusing on**

			natural textures and expressive lines • **Create a personal sketchbook project responding to emotions through colour and line**
Year 8 Spring	**Unit Title: Cultural Patterns:** Students will be studying cultural patterns with a focus on Islamic, African, and Indian. This art offers students a deep appreciation for diverse artistic traditions. By exploring techniques such as lino printing, batik (a traditional Indonesian fabric-dyeing technique), and geometric drawing, students will learn to create intricate and meaningful designs inspired by these rich cultural heritages. They will also examine artists who have drawn inspiration from their own cultural backgrounds to inform their artwork, providing context and depth to their studies. This approach enhances technical skills in printmaking and fabric art, develops proficiency in creating detailed patterns, and deepens understanding of the symbolic and historical significance behind various designs. Students will gain skills in pattern composition, colour application, and cultural analysis, fostering a greater appreciation for global art forms and their unique contributions to the visual arts. • **Technical skills in lino printing** • **Proficiency in batik techniques** • **Geometric drawing** • **Creation of intricate patterns** • **Understanding of cultural symbolism** • **Pattern composition** • **Colour application** • **Cultural analysis** • **Appreciation of global art forms**	Students will be assessed on their ongoing work within their workbook. Practical outcomes: Lino print and Batik print	**Places to Visit:** • **The V&A Museum (London) – rich collections of Islamic textiles, Indian art, and African artefacts** • **The British Museum – galleries dedicated to world cultures, especially Islamic and African design** • **The Horniman Museum (London) – features African art and textiles** • **Local cultural festivals or exhibitions showcasing global arts and crafts** • **Textile or heritage museums that explore traditional fabric techniques and printmaking** **Wider Reading / Viewing:** • ***Patterned Planet* (children's books on global art and design)** • **Explore Islamic geometry through books like *Islamic Patterns* by Keith Critchlow** • **Watch short videos on batik, block printing, or henna design (BBC Bitesize, YouTube)** • **Artist inspiration:** **Zarah Hussain – Islamic geometric digital art** **Yinka Shonibare – explores African identity using Dutch wax fabric** **Manish Arora – vibrant Indian-inspired fashion and patterns** **Thandiwe Muriu – African-inspired pattern and photography** **Clubs to Join / Activities:** • **Art or Textiles Club** • **Take part in school multicultural days or events with art displays**

	• **Contextual study of artists inspired by their cultural heritage**		• **Try home activities: create tessellation patterns, symmetry drawings, or fabric stamping** • **Explore Henna art, Rangoli designs, or Kente cloth patterns as part of independent projects**
Year 8 Summer	**Unit Title: Food:** The theme of food offers students a unique opportunity to explore both artistic and conceptual dimensions of sculpture. By working with materials such as mod rock and papier-mâché, and incorporating painting techniques, students will learn to translate the textures, forms, and colours of food into three-dimensional art. They will also engage in design skills to enhance their sculptural compositions. Students will study the work of artists like Claes Oldenburg, known for his large-scale, whimsical food sculptures, and Giuseppe Arcimboldo, who created imaginative portraits using fruits, vegetables, and other food items. Additionally, they will examine the work of Jae Yong Kim, whose hyper-realistic food sculptures challenge perceptions of everyday objects, and contemporary female artists like Meryl Smith, who creates playful and detailed food-based ceramics, and Heather W. Clarke, known for her exploration of food as a cultural and sensory experience in her sculptures. This exploration will enhance their skills in sculptural techniques, painting, design, material handling, and conceptual thinking, while fostering an appreciation for how food can be reimagined as art and reflecting on its cultural significance. • **Sculptural techniques with mod rock and papier-mâché**	Students will be assessed on their ongoing work within their workbook. Practical outcomes: Food sculpture	**Places to Visit:** • **Tate Modern – features contemporary artists including pop art and conceptual sculpture** • **Museum of Food and Drink (MOFAD) – virtual exhibits on food and culture (online access)** • **The Design Museum (London) – exhibitions on everyday objects and design thinking** • **Local sculpture exhibitions – especially those exploring playful or surreal themes** • **Visit local markets or bakeries to sketch real-life food forms and colours** **Wider Reading / Viewing:** • **Artist research:** **Claes Oldenburg – Pop Art sculpture** **Giuseppe Arcimboldo – food-based portraiture** **Jae Yong Kim – decorative, donut-inspired ceramics** **Meryl Smith – detailed paper and food forms** **Heather W. Clarke – sensory and cultural food sculpture** • **YouTube or Tate Kids videos: "Food in art", papier-mâché techniques, or pop art** • ***"Modern Art Desserts"* by Caitlin Freeman – playful art-inspired baking** • **Watch episodes of *"The Great Pottery Throw Down"* for creative ceramic challenges** **Clubs to Join / Activities:**

	• Painting techniques for realistic and abstract effects • Design skills for effective sculptural composition • Textural and form translation in three-dimensional art • Material handling and manipulation • Conceptual thinking in art creation • Exploration of food as a thematic element • Understanding cultural and sensory experiences through sculpture Appreciation of diverse artistic approaches and interpretations		• Sculpture or Ceramics Club – explore food forms with clay, mod roc, or recycled materials • Try home activities like sculpting salt dough fruits or papier-mâché cupcakes

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Term	COMPUTING Curriculum Content
Year 8 HT1	**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.
Year 8 HT2	**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.
Year 8 HT3	**Unit Title: Data science** Students will be introduced to data science, and by the end of the unit they will be empowered by knowing how to use data to investigate problems and make changes to the world around them. Students will be exposed to both global and local data sets and gain an understanding of how visualising data can help with the process of identifying patterns and trends.
Year 8 HT4	**Unit Title: Binary Bits and Bobs** Students will explore how computers interpret and represent data, including how images and sound are digitally encoded. They will also develop their skills in converting between binary and decimal number systems and gain an understanding of how hexadecimal codes are used in computing.
Year 8 HT5	**Unit Title: Python programming with sequences of data** Students will learn more advanced coding concepts such as how data can be represented and processed in sequences, such as lists and strings.
Year 8 HT6	**Unit Title: Sketch up with costs** Students will combine the use of spreadsheets and 3D building models using Sketchup, calculating of the costs involved in developing buildings.

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Term	DRAMA Curriculum Content	Assessment(s) *(assessment title, duration and approx date)*	Extra-Curricular Options *(Places to visit; wider reading; clubs to join)*

Year 8 Curriculum Overview:

In Year 8 Drama, students build on the skills and knowledge from Year 7 with a diverse and stimulating curriculum designed to further enhance their dramatic abilities. The year begins with "Page to Stage and Exploration Scripts: Duologues and Skeleton Scripts," where students focus on performing and interpreting dialogues and partial scripts to deepen their script work. Following this, they delve into "Theatre History: Ancient Greek Theatre," exploring the origins and key elements of one of the earliest forms of drama. In the next term, students engage in "Exploration of Stimulus and Devising Approaches: Myths and Legends," using classic stories as inspiration to create their own dramatic pieces. The curriculum then moves to a detailed study of "Page to Stage and Exploration Scripts: Curious Incident of the Dog in The Night-Time" by Mark Haddon and Simon Stephens, allowing students to explore a contemporary play in depth. The year concludes with "Exploration of Theme and Devising Approaches: Wrongly Accused," where students create original work centred around themes of mistaken identity and justice. This curriculum continues to develop students' performance skills, historical understanding, and creative thinking in drama.

Drama intent

By the end of Year 8 students will:

- Deepen their **script analysis** skills by interpreting and performing duologues and skeleton scripts, focusing on nuanced character work and dialogue delivery.
- Explore **Theatre History** by studying Ancient Greek Theatre, gaining an understanding of the origins and evolution of dramatic arts.
- **Stimulate their creativity** by using myths and legends as stimuli to craft original dramatic pieces, enhancing their imaginative storytelling abilities.
- Engage with **contemporary texts** by studying and performing "Curious Incident of the Dog in The Night-Time," analysing its themes, characters, and structure.
- **I**nvestigate **thematic work** by creating original performances cantered around themes of wrongful accusation, fostering critical thinking and exploring complex social issues.

Implementation

Year 8 HT1 **And** **Year 8 HT2**	**8HT1&2 Page to Stage and Exploration Scripts: Duologues and Skeleton Scripts** • Students will work with skeleton scripts (scripts with incomplete scenes) to develop their skills in improvisation and interpretation. • Students will study and analyse duologues (two-person scenes) to develop interpretations or to mine the text for Who, What, Where and When. • Students will make choices about how to show the W's as they block their scene and select performance skills. • Students will practice performing duologues, focusing on delivering lines with appropriate focus, emotion, timing, and expression.	**HT1 Quiz and practical assessment** **HT2 Annotation and practical assessment**	**HT1** **Open Evening** **Black History Month- Cultural Gala** **Y7&8 Drama Club: Thursday lunchtimes** **HT2**

	• Students will engage in group exercises to explore different approaches to interpreting and performing duologues, including varying character perspectives and subtext. • Students will present their performances to the class and participate in peer reviews to receive feedback and refine their acting techniques.		**Anti Bullying Week Monday 11th - Friday 15th November** **Y7&8 Drama Club: Thursday lunchtimes**
Year 8 HT3	**8HT3 Theatre History: Ancient Greek Theatre** • Students will explore the origins and key features of Ancient Greek Theatre, including its historical context, conventions, and playwrights like Sophocles and Aristophanes. • Students will study Greek theatre architecture, such as the amphitheatre, and understand its impact on performance and audience experience. • Students will read and analyse excerpts from classic Greek plays to identify common themes, structures, and dramatic techniques. • Students will participate in practical activities, such as performing short Greek tragedies or comedies, to experience the style and conventions firsthand. • Students will reflect on how Ancient Greek Theatre has influenced modern drama and compare its elements with contemporary theatrical practices.	**Quiz and practical assessment**	**Y7&8 Drama Club: Thursday lunchtimes**
Year 8 HT4	**8HT4 Exploration of Stimulus and Devising Approaches: Myths and Legends** • Students will use myths and legends as stimuli to inspire their own devised pieces, focusing on narrative structure and thematic elements. • Students will engage in brainstorming and improvisation sessions to explore various ways of interpreting and adapting mythical stories. • Students will create and develop original performances based on their chosen myths or legends, incorporating dramatic techniques and creative storytelling. • Students will rehearse and present their devised pieces, focusing on effective use of space, character development, and plot delivery. • Students will participate in feedback sessions to evaluate their work and consider how their adaptations reflect or alter the original myths and legends.	**Practical assessment**	**Academy production rehearsals** **Y7&8 Drama Club: Thursday lunchtimes**
Year 8 HT5	**8HT5 Page to Stage and Exploration Scripts: Curious Incident of the Dog in the Nighttime**	**Practical and written assessment**	**Academy production rehearsals** **Y7&8 Drama Club: Thursday lunchtimes**

	• Students will study and analyse "The Curious Incident of the Dog in the Night-Time" by Mark Haddon and Simon Stephens, focusing on its narrative, characters, and themes. • Students will perform selected scenes from the play, exploring the unique challenges and opportunities presented by its structure and character perspectives. • Students will practice techniques for conveying the play's complex themes and emotions, including those related to neurodiversity and family dynamics. • Students will engage in group discussions about the play's interpretation and its impact on both the characters and the audience. • Students will reflect on their own performances and compare their interpretations with professional productions, considering how different elements influence the overall presentation. •		
Year 8 HT6	**8HT6 Exploration of Theme and Devising Approaches: Wrongly Accused** • Students will explore the theme of wrongful accusation through discussions and activities that highlight various perspectives and emotional responses. • Students will use this theme as a stimulus to devise original dramatic pieces, focusing on creating compelling narratives and believable characters. • Students will engage in improvisation and scripting exercises to develop their devised pieces, experimenting with plot twists and character development. • Students will rehearse and present their work to the class, focusing on effective storytelling and the thematic representation of wrongful accusation. • Students will participate in peer evaluations and discussions to refine their work and gain insights into different approaches to the theme.	**Practical assessment**	**Academy production rehearsals and showtime!**

Walthamstow Academy - Year 8 Curriculum Experience

Term	DT Curriculum Content	Assessment(s) *(assessment title, duration and approx date)*	Extra-Curricular Options *(Places to visit; wider reading; clubs to join)*

Year 8 Curriculum Overview:

Students explore the world of textiles through the design and construction of a personalised, sustainable tote bag. They will learn key practical skills including hand stitching, use of the sewing machine, and fabric manipulation. Students investigate the properties of textile materials such as flexibility, strength, and water resistance and compare them to those used in other areas of Design and Technology like plastics and wood. Through experimentation and analysis, students apply this knowledge to make informed design decisions.

As part of a broader conversation around sustainability, students consider the environmental impact of single-use plastic bags and the benefits of reusing materials. They will explore surface decoration techniques such as repeat pattern and personalisation, with opportunities to reuse old clothes and textile scraps. The project concludes with an enterprise unit, where students learn about batch production, costing, and marketing strategies for a small product business, culminating in a presentation of their product pitch to a panel. This project not only develops practical and creative skills but also encourages students to think critically about material choices, sustainability, and the wider role of design in everyday life.

D&T intent

- Introduce students to textiles as a material area within Design and Technology.
- Develop knowledge of textile material properties (e.g. strength, flexibility, water resistance) and compare them to other materials such as wood and plastic.
- Teach essential practical skills including hand stitching, using a sewing machine, and safe use of textile tools.
- Encourage creativity through pattern design, personalisation, and surface decoration techniques.
- Promote sustainable thinking by exploring textile reuse, upcycling old clothes, and reducing single-use plastic.
- Strengthen students' ability to investigate, experiment, record ideas, and evaluate outcomes.
- Build awareness of how design can solve real-world problems, such as environmental impact and consumer behaviour.
- Introduce basic enterprise skills by exploring how to batch produce and sell a product, including cost calculation and product pitching.
- Support cross-curricular links with Maths (measuring, costing, scaling) and Art (repeat pattern and colour theory).
- Develop students' confidence, independence, and pride in creating a functional and purposeful product.

Walthamstow Academy - Year 8 Curriculum Experience

Year 8 HT1 **And** **Year 8 HT2**	**Focus: Sustainability, material properties, decorative techniques, and practical textile construction** **Final Outcome: A personalised textile tote bag** **Week 1: Introduction & Purpose (AO1)** Students explore the environmental impact of plastic bags and how textile alternatives support sustainability. **Week 2: Investigating Textiles (AO1)** Students investigate the properties of textile materials including strength, flexibility, durability, and water resistance. **Week 3: Material Testing (AO1)** Students conduct simple tests on textile samples and record findings to inform fabric choice. **Week 4: Sustainability & Reuse (AO1)** Students explore how old clothes or scrap fabric can be reused to reduce waste and create unique products. **Week 6: Introduction to Decorative Techniques (AO2)** Students explore decorative options including block printing, applique, and embroidery. **Week 7: Designing a Repeated Pattern (AO2)** Students design a repeated motif for decoration and test printing or stitching techniques. **Week 8: Sewing Skills Introduction (AO2)** Students learn and practise key hand stitches such as running stitch, backstitch, and overcast stitch	**Homework Quizzes**	Further reading: ***Textiles Technology: Student Book* (KS3) – Alex McArthur & Tristram Shepard** Aligned with D&T learning objectives, it includes textile properties, sustainability, and manufacturing processes. ***Young Designers: Fashion & Textiles* – Harriet Brundle** Aimed at KS3–4 students, this introduces textile design, trends, and the fashion industry in a student-friendly way. ***Make Your Own Clothes* – DK Publishing** Clear step-by-step guides on sewing, understanding patterns, and using fabric—great for practical inspiration.
Year 8 HT3 &4	**Week 9: Machine Sewing Skills (AO2)** Students learn to use a sewing machine safely and practise sewing straight seams and corners. **Week 10: Pattern Drafting & Planning (AO2)** Students measure and draw their bag templates, planning assembly and decoration placement. **Week 11: Cutting and Preparing Materials (AO2)** Students cut fabric pieces and begin preparing decorative features.	**PPE1** **Students are assessed on their project:** **AO2- sewing machine skills**	Online articles: **BBC Bitesize – Textiles** **Easy to read and KS3-appropriate—**covers textiles materials, techniques, and sustainability in fashion.

	Week 12: Constructing the Tote Bag (AO2) Students begin constructing their tote bag using sewing machines and apply chosen decoration.		**Fashion Revolution – Who Made My Clothes?** A movement encouraging ethical textile production. Great for introducing the idea of responsible manufacturing.
Year 8 HT5&6	**Week 13: Finishing & Personalisation (AO2)** Students complete the construction and add personal decorative touches such as initials or motifs. **Week 14: Testing & User Feedback (AO3)** Students test the function of their bag and gather feedback from peers to evaluate success. **Week 15: Final Evaluation & Presentation (AO4)** Students evaluate their final product, reflecting on material choices, skills used, and improvements for the future. **Week 16: Batch Production & Costings (AO1 / AO2)** Students explore the concept of batch production, calculate material costs and profit margins, and plan how their tote bag could be produced and sold as part of a small business. **Week 17: Pitch & Presentation (AO4)** Students create and deliver a pitch presentation to a panel (e.g. teacher, technician, peers) outlining their tote bag product, target audience, pricing strategy, and marketing ideas.	**PPE2** **Students are assessed on their project work: AO4- Final Evaluation and Presentation**	Places to visit: **V&A Museum (Victoria & Albert Museum – South Kensington)** The V&A houses one of the largest textile and fashion collections in the world, showcasing historical and contemporary garments, textile techniques, and decorative patterns. **Curriculum links**: Pattern, hand-stitching, textile design, sustainability in fashion. **Fashion and Textile Museum (Bermondsey)** **Why go**: A contemporary space with changing exhibitions focused solely on fashion and textile design, often with a focus on cultural influence, printing, and sustainability.

Term	FRENCH/ SPANISH Curriculum Content	Assessment(s) *(assessment title, duration and approx date)*	Extra-Curricular Options *(Places to visit; wider reading; clubs to join)*
Year 8 Curriculum Overview: *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 three 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).*			
Year 8 HT1	**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. • Holiday destinations • Modes of transport • Holiday activities in the past tense • Opinions in the past tense	**Formative assessment:** Vocabulary quizzes **Summative Assessment:** End of unit listening and speaking assessment	Extended writing answering: • Usual holidays • Last/most memorable holiday • Preferred type of holiday • Future holiday plans
Year 8 HT2	**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. • Weekend activities in the present tense • Clothes and what to wear • TV shows and film • Weekend activities in the near future tense	**Formative assessment:** Vocabulary quizzes **Summative assessment:** End of unit reading and writing assessment	• 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
Year 8 HT3	**Unit Title: Daily routine, health and fitness** 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	**Formative assessment:** Vocabulary quizzes	

	healthy and unhealthy habits including recommendations. The focus on role plays lends itself to specific practice of aural skill and phonics. Students will learn about: • Daily routines (reflexive verbs) • Health eating: breakfast, lunch and dinner, • Going to the doctors – expressing ailments	**Summative assessment:** End of unit listening and writing assessment	
Year 8 HT4	**Unit Title: School and future plans** 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. Students will develop skills of: • School routines and rules • Jobs • Expressing future desires	**Formative Assessment:** Vocabulary quizzes **Summative Assessment:** Speaking	
Year 8 HT5	**Unit Title: Revision + Skills Based Lessons** Students to spend time focusing on key exam skills-based lessons in-line with the new GCSE including: - Listening Comprehension Skills - Reading Comprehension Skills - Speaking Skills (Role Play, Photo Task, Asking + Answering Questions in French/Spanish) - Writing Skills (Essay Writing, Translation) - Grammar Focus Dictation and Phonics		
Year 8 HT6	**Unit Title: Revision + End of Year Projects** 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.	**End of Year Exams** Listening, reading and writing	

	To end the year, students will do a Poetry Competition where they can practise their Speaking Skills through phonics in French/Spanish. They will recite and adapt a poem in French/Spanish and present it to the class in a competition of memory.		

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)*
Year 8 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.			
Year 8 **HT1 and 2**	**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. • 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.	**Mid topic test:** Coasts 20 mins	**Coasts landforms -** https://www.youtube.com/watch?v=ZWEJq03NBao

	• Soft and hard engineering. Holderness Coast case study		
	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. • 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 • The youthful population • Migration – push and pull factors. • Migration – impacts on host and source countries • India to UK migration – case study	**June PPE** **Coasts & Population** **45 minutes**	**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**
Year 8 **HT2 and 3**	**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	**Mid topic test:** Tectonics 20 mins	**Wider watching:** **National Geographic: Colliding Continents** **https://youtu.be/3sd6vQA3yws**

	of development through the investigation of the differing impact of volcanoes and earthquakes of countries at different stages of development. • Geological timescales. • 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. • Nepal earthquake – case study.		
Year 8 **HT4 and 5**	**Unit Title: Weather and Climate** This unit introduces students to factors affecting weather and climate. This builds on foundational knowledge of the difference between weather and climate, as well as latitude, learnt in Y7 and prepares them for their understanding of the distribution of ecosystems. They develop key skills such as drawing a climate graphs, interpreting weather maps and learn in detail about why the weather varies across the UK. Finally, students investigate global extreme weather events such as heatwaves and wildfires and explore the growing evidence linking these events to climate change, building on knowledge acquired in Y7. • Weather and climate • Factors affecting climate • Air masses in the UK • Low pressure in the UK • High pressure in the UK • Extreme weather in the UK • Extreme weather events globally • Climate change and extreme weather events	**June PPE assessment –** Population and Tectonics 1 hour	
Year 8 **HT6**	**Unite Title: Ecosystems** Students revisit the concepts of the greenhouse and enhanced greenhouse effect from Year 7. They move on to global precipitation patterns and use climate graphs		**Wider reading:** **https://education.nationalgeographic.org/resource/rain-forest/**

	to compare climates across different regions. Building on their knowledge of global biomes from Year 7, students will focus on two contrasting biomes: one terrestrial and one marine. They will investigate the unique opportunities and threats faced by these biomes and examine various management strategies to protect and sustainably manage these environments. • Global temperature • Global precipitation • Climate graphs • Location and features of the Taiga • Threats to the Taiga • Management of the Taiga • Location and features of coral reefs • Threats to coral reefs • Management of coral reefs		https://www.worldwildlife.org/places/amazon https://wwf.panda.org/discover/knowledge_hub/where_we_work/amazon/about_the_amazon/why_amazon_important/ https://time.com/amazon-rainforest-disappearing/ https://www.wearewater.org/en/the-sahel-desertification-beyond-drought_318262 Wider Watching: David Attenborough: Planet Earth (9 episodes) https://www.bbc.co.uk/iplayer/episodes/b006mywy/planet-earth

Term	HISTORY Curriculum Content	Assessment(s) *(assessment title, duration and approx date)*	Extra-Curricular Options *(Places to visit; wider reading; clubs to join)*
Year 8 Curriculum Overview: *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.*			
Year 8 HT1	**Unit Title: The English Reformation and the Tudor rollercoaster** Students will learn about/ develop skills of: • 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'? **History Skills:** • 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.	**Formative assessment:** **- Key questions and hinge questions designed into all lessons** **- Source analysis tasks** **- Interpretation tasks** **- Teacher questioning** **Summative assessment:** **Q: Explain the 3 main reasons why Henry VIII wanted to create a new Protestant Church of England? (12)**	**Visit: HAMPTON COURT PALACE:** **https://www.hrp.org.uk/hampton-court-palace/#gs.amv393**
Year 8 HT2	**Unit Title: Elizabeth 1, Early Years, 1558-88. Including the beginnings of the slave trade** Students will learn about/ develop skills of: • 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.	**Formative assessment:** **- Key questions and hinge questions designed into all lessons** **- Source analysis tasks** **- Interpretation tasks** **- Teacher questioning**	**Visit the Tower of London where Elizabeth was kept under house arrest between 1554-1555 by her sister Mary I before she became Queen** **https://www.hrp.org.uk/tower-of-london/#gs.amv58c**

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	History Skills: • How to measure the extent of change. • How to describe the rate of change and its impact.	**Summative assessment:** **Q: Explain the 3 main challenges Elizabeth faced when she became Monarch? (12)**	
Year 8 HT3	**Unit Title: The Causes of the English Civil War** Students will learn about/ develop skills of: • 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? **History Skills:** • How to sequence events into a clear chronological narrative account. • How to develop analysis skills that will lead to them linking between events.	**Formative assessment:** **- Key questions and hinge questions designed into all lessons** **- Source analysis tasks** **- Interpretation tasks** **- Teacher questioning** **Summative assessment:** **- UL Common Assessment**	**Visit Civil War Battlefields and battle re-enactments:** **https://www.historyhit.com/guides/key-battlefield-sites-and-monuments-of-the-english-civil-war/**
Year 8 HT4	**Unit Title: The British Empire and the Slave trade. The Abolition of the Slave trade.** Students will learn about/ develop skills of: • What was the role of the British Empire in the TAST? • How did the TAST work? • How was the Slave Trade abolished? a) White middle-class campaigns b) Black rebellions and campaigners c) Economic changes **History Skills:** • 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.	**Formative assessment:** **- Key questions and hinge questions designed into all lessons** **- Source analysis tasks** **- Interpretation tasks** **- Teacher questioning** **Summative assessment:** **Q: How useful are Sources A and B for an enquiry about the abolition of the Slave trade. (8)**	**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**
Year 8 HT5	**Unit Title: Revision for EOY UL assessment** Students will learn about/ develop skills of: • 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	**Formative assessment:** **- Key questions and hinge questions designed into all lessons** **- Source analysis tasks**	

	Key Skills: • Analysis and evaluation extended answer question • Source analysis • Analysis of a Historian's interpretation	**- Interpretation tasks** **- Teacher questioning** **Summative assessment:** **- UL Common Assessment**	
Year 8 HT6	**Unit Title: The British Empire** Students will learn about/ develop skills of: • 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? **Key Skills:** • How to explain the impact of events and developments on people who experience them. • How to analyse historical interpretations to identify historians' arguments.	**Formative assessment:** **- Key questions and hinge questions designed into all lessons** **- Source analysis tasks** **- Interpretation tasks** **- Teacher questioning** **Summative assessment:** **n/a**	**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**

Term	MUSIC Curriculum Content	Assessment(s) *(assessment title, duration and approx date)*	Extra-Curricular Options *(Places to visit; wider reading; clubs to join)*
Year 8 Curriculum Overview: Year 8 students open with Hooks and Riffs (the Year 7 unit they missed) before progressing through Tonality and Structure, The Ensemble Musician, and Black Music in America. Approximately 8 spare lessons are used for polished ensemble performances and assessment. Swing and shuffle impact the rhythmic feel in music of different eras and genres. 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 and commonly used strumming patterns. Students start to score their own layered compositions and discover how professionals record and edit ideas in DAW software.			
Year 8 HT1	**Unit Title: Hooks and Riffs (Year 7 catch-up)** Students will cover the following: • Concepts: hooks, riffs, ostinati, minimalism, repetition across genres. • Set works: Sweet Dreams (Eurythmics), Word Up (Cameo), Boléro (Ravel), Habanera (Bizet), Music for 18 Musicians (Reich). • Outcomes: class ensemble performance; minimalism composition. Confident accessible start to Year 8.	**Mid-unit listening and appraising check; KPI assessment: rhythmic fluency on two instruments**	Opportunities to perform at Agora Concerts and winter events
Year 8 HT2	**Unit Title: Tonality and Structure (Part 1)** Students will cover the following: • Concepts: major and minor scales, chromatic and pentatonic scales, binary and ternary form. • Instrument skills: keyboard (solo melody). Set works: In the Hall of the Mountain King (Grieg), New World Symphony 2nd movement theme (Dvořák). • Outcomes: solo keyboard performance of Grieg/Dvořák themes; melody writing tasks.	**Mid-unit listening and appraising check; KPI assessment: use of elements vocabulary in written response** **In - Class performance recording**	Opportunities to perform in Winter concert events Sign-up opens for extra curricula groups

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Year 8 HT3	**Unit Title: Tonality and Structure (Part 2) + Theme and Variations** Students will cover the following: • Concepts: variation form, performance directions, articulation, theme and variations composition. • Instrument skills: keyboard. Set works continued: Grieg, Dvořák. • Outcomes: theme and variations composition; polished solo keyboard performance.	**HT3 assessment week – Listening & Appraising + Knowledge test** **In - Class performance recording**	Opportunities to perform in Spring concert events
Year 8 HT4	**Unit Title: The Ensemble Musician (Part 1)** Students will cover the following: • Concepts: chord construction, primary chords, major and minor chords, harmonic rhythm, syncopation. • Instrument skills: keyboard and ukulele. Repertoire: Take Me Back to Jamaica (mento), Jammin' and Three Little Birds (Bob Marley). • Outcomes: keyboard/ukulele ensemble performance of mento and reggae material.	**HT4 assessment week – Listening & Appraising + Knowledge test** **In - Class performance recording**	Opportunities to perform in Spring concert events
Year 8 HT5	**Unit Title: The Ensemble Musician (Part 2) + Black Music in America (intro)** Students will cover the following: • Concepts: chord inversions, secondary chords, contemporary song structures; introduction to blues. • Instrument skills: keyboard, ukulele. Repertoire: Wake Me Up (Avicii), Blinding Lights (The Weeknd), Swing Low Sweet Chariot (spiritual), 12-bar blues in C. • Outcomes: contemporary ensemble performance; first 12-bar blues performance.	**HT5 assessment week – Listening & Appraising + Knowledge test** **In - Class composition recording**	Sign-up opens for extra curricula groups
Year 8 HT6	**Unit Title: Black Music in America (The Creative Musician)** Students will cover the following: • Concepts: jazz history (Spiritual → Ragtime → Blues → Jazz → R&B → Rock and Roll), dominant 7th chords, structured improvisation. • Set works: C Jam Blues (Ellington), Cantaloupe Island (Herbie Hancock). • Outcomes: class head arrangement of Cantaloupe Island with improvised solos; end-of-year ensemble performance.	**End-of-year listening and appraisal exam; KPI end-of-year assessment** **In – Class performance / recording**	Opportunities to perform in summer concert events

Term	PE Curriculum Content	Assessment(s) *(assessment title, duration and approx date)*	Extra-Curricular Options *(Places to visit; wider reading; clubs to join)*
Year 8 Curriculum Overview: *Students will focus on developing their accuracy skills using the knowledge they gained from Year 7 in the sports and physical activities they participate in. We look at the techniques and tactics within shooting and scoring in our invasion game sports such as netball, rugby and ultimate frisbee so that students can master the concept of playing to win. In net and wall games, students will turn their attention to serving with a focus on both forehand and backhand including spin and placement. Students will work on these skills in isolated practices before the challenge increases to active and competitive scenarios. Students will have the opportunity to compete in all the topics they cover whether this be in small-sided games or showcases for the aesthetic sports.*			
Year 8 HT1	**Core PE:** Students will learn about/ develop skills of: • Trampoline • Basketball • Netball	Students will be assessed on these key pupil indicators (KPIs): • Effectively perform a range of actions, skills, and techniques with control, combining them appropriately in both isolation and small group setting. • Leads by example in lessons through their enthusiasm and determination to achieve their best and overcome challenges. • Effectively conducts their own safe and well-designed warm-up/cool-down and can describe the purpose and benefits of each.	• Football teams • Netball teams • Table tennis teams and club • Cross country squad • Basketball club • Girls only club • Badminton club
Year 8 HT2	**Core PE:** Students will learn about/ develop skills of: • Football • Table Tennis • Fitness	Students will be assessed on these key pupil indicators (KPIs): • Successfully employs simple tactics or creative processes in practical settings. • Successfully leads a simple activity individually or as part of a group, showing respect and empathy for other and cooperation skills in doing so. • Effectively conducts their own safe and well-designed warm-up/cool-down and can describe the purpose and benefits of each.	• Basketball teams and club • Indoor athletics squad • Badminton teams • Indoor cricket team • Handball teams • Girls only club • Badminton club
Year 8 HT3	**Core PE:** Students will learn about/ develop skills of: • Handball • Football	Students will be assessed on these key pupil indicators (KPIs): • Accurately describes their own and others' performances, using appropriate vocabulary and concepts to identify main strengths and areas for improvement.	• Basketball teams and club • Indoor athletics squad • Badminton teams • Indoor cricket team • Handball teams

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		• Understand simple tactics or creative ideas and can communicate those effectively using good verbal and non-verbal skills. • Effectively conducts their own safe and well-designed warm-up/cool-down and can describe the purpose and benefits of each.	• Girls only club • Badminton club • Trampoline squad
Year 8 HT4	**Core PE:** Students will learn about/ develop skills of: • Badminton	Students will be assessed on these key pupil indicators (KPIs): • Accurately describes their own and others' performances, using appropriate vocabulary and concepts to identify main strengths and areas for improvement. • Understand simple tactics or creative ideas and can communicate those effectively using good verbal and non-verbal skills. • Effectively conducts their own safe and well-designed warm-up/cool-down and can describe the purpose and benefits of each.	• Football teams • Netball teams • Basketball club • Girls only club • Badminton club • Table tennis club • Pickle ball club
Year 8 HT5	**Core PE:** Students will learn about/ develop skills of: • Athletics	Students will be assessed on these key pupil indicators (KPIs): • Demonstrate appropriate strength, stamina, and suppleness across activities, including being able to complete short period of sustained exercise. • Effectively conducts their own safe and well-designed warm-up/cool-down and can describe the purpose and benefits of each. • Knows and can explain how physical activity contributes to a balanced, healthy lifestyle.	• Outdoor athletics squad • Cricket teams
Year 8 HT6	**Core PE:** Students will learn about/ develop skills of: • Cricket • Softball • Rounders • Ultimate frisbee	Students will be assessed on all of the key pupil indicators (KPIs) mentioned above.	• Outdoor athletics squad • Cricket teams • Kwik cricket team • Rounders teams • Beach volleyball team