Y8 Curriculum map 2019-20
Key topics, concepts and skills

Please note this is subject to change depending upon the amount of support and consolidation individual classes require and as departments continue to review their curriculum on a regular basis

	Autumn		Spring		Summer	
	Term 1	**Term 2**	**Term 3**	**Term 4**	**Term 5**	**Term 6**
Art	Natural Forms project. Building on skills in pencil, colouring pencil, print, fine liner, biro and watercolour.	Natural Forms cont.	Natural Forms cont. Artist reference and response	Cultural Project Focus on pattern, composition and design	Cultural Project cont. Techniques covered consist of print, mixed media and clay. Extension work time permitting.	Cultural Project cont.
Biology	Environment Adaptations of animals and plants, sampling strategies, effect of humans on biodiversity. Energy flow, trophic levels, pyramids of numbers and biomass, biomagnification.	Environment cont.	Microbes Four types of microbes, microbial culture, communicable disease, immunity and vaccination, food preservation, useful microbes	Microbes cont.	Nutrition and digestion Nutrient groups, sources, use in the body, food tests.	Nutrition and digestion cont. Structure of the digestive system as related to function. Enzymes and digestion.

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Chemistry	Rocks and weathering -Classifying rocks -The three categories of rock -Physical weathering -Chemical weathering -The rock cycle *All topics have the key skill areas embedded within them: knowledge gain, maths, apparatus and technique, and working scientifically.*	Rocks and weathering cont. Elements -What is an atom -Elements -Molecules -Compounds -Mixtures -Separation methods	Elements cont. Reaction types -Thermal -Displacement -Electrochemistry -Catalysts -Oxidation -Chemiluminescence -Neutralisation	Reaction types cont. Types of substance -Mixtures -Formulations -Compounds -Polymers -Composites -Ceramics	Prepare for end of year exams	Types of substance cont.
Computing	Spreadsheets • Cells: referencing, formatting • Formulae: cell references, operators, functions • Modelling: interrogating a model for an answer (revenue, costs, profit) • Charts - chart types and features	Websites • Website structure • Placing text and images • Use of colour • Other media	HTML • Recall: websites, data representation • HTML document structure • TAGS • Formatting a webpage • CSS	Digital Graphics • Use of filters • Recolouring an image • Effects with layers • Lego dards • Trace drawings		Hexadecimal • Recall: binary numbers • Hex to binary • Hex to ASCII

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DT Workshop (inc graphics)	**DT workshop, food and textiles modules rotate every 8/9 weeks. All have a common theme of superheroes.**	**Materials: structures** Practical skills: safe use of tenon saw and bench hook; glue gun; testing: creating a shell from a net; working in a team and to a deadline. Design/theory skills: intro to basic structure types; triangulation; friction; aerodynamics; Newton's 3rd law, jet engines, iteration. **Electronics: night light** Practical skills: soldering onto a PCB; vacuum forming HIPS: strip heating waste plastic to make a battery holder; the use of breadboards; 2D Design; extension of making vinyl stickers Design/theory skills: plastics theory - thermoplastics/thermosetting; electronics theory - potential dividers and using a transistor; intro to prototyping using a breadboard with real components; CAD/CAM. **Graphics: crazy golf** Practical skills: measuring accurately; folding and construction of nets; construction of a final product. Design/theory skills: presentation; use of mood boards; isometric/oblique drawing; 3D CAD; evaluation.
DT Food		**Food: flour power** Practical skills: more accurate weighing and measuring; following a recipe; preparation and cooking techniques including rubbing in, creaming, dough making, sauces and baking. Design/theory skills: crumbles, cakes, scones, pastry, bread, pizzas, white sauce; adapting recipes for health; functions of ingredients in baking and sauces; importance of hydration.
DT Textiles		**Textiles: cushion cover** Practical skills: hand sewing and safe machining; applique; safe iron use to transfer print; computerised embroidery; accurate measuring, and machining; quality control checks. Design/theory skills: current trend analysis, how to collect, present, and use research (mood board); write and work to own specification; present and communicate ideas iteratively; plan and apply a range of decoration techniques; evaluation.

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Drama	<u>Parachutes</u> Students will use a parachute to explore physicality, stage space, a way to communicate non-verbally and a representation of character and feeling.	<u>Hamlet</u> Students will learn the story of 'Hamlet' through a selection of short scenes. They will use acting techniques (Stanislavski) and characterisation to create polished performances	<u>Puppets</u> The history and craft of using puppetry as a creative art form	<u>Political Theatre</u> Using drama to ask questions about the world around us	<u>Scripts with props</u> Students will look at different styles and contexts of scripts. They will use them along with design and lighting ideas to create an appropriate performance. They will learn the style of different theatrical practitioners e.g. 'Frantic Assembly' and how props can be used to explore and enhance a performance	<u>Matilda</u> Introduction to the genre of 'Musical Theatre'. Students study at how musicals work and can be created. Introduction to the term 'musicality'. Students to explore how choreography works.
English	<u>Genre study: *The Woman in Black*</u> • Revisit the core concepts of narrative and story from Y7 • Consider how writers use genre (gothic) conventions to shape their stories • Consider how setting is used within genre conventions.		<u>Literature and Landscape</u> • How writers from different time periods have responded to the landscape of the Lake District and areas further afield. • Building confidence with non-fiction texts written in or before the 19th Century. • Developing independent study skills by researching and evaluating a landscape/travel writer		<u>Shakespeare: *The Tempest*</u> • Revisit the core concepts of narrative from Year 7. • Analyse ways in which Shakespeare uses historical details, character, setting and theme in the play • Focus on genre: examine overlaps in the genres of the play - fantasy, comedy, romance, etc	

		Grammar Programme	Grammar programme
	• Descriptive writing on setting using gothic conventions. Grammar programme • Using nouns to create characters and imagery • Using verbs to create characters and figurative effects • Using adjectives and adjectival phrases to create personification • Using conjunctive adverbials to link ideas • Using simple sentences to create narrative hooks and tension • Using simple sentences for emphasis • Subordinating clauses (bracketing commas) • Writing clear sentences – fragments • Relative clauses • Prepositions and prepositional phrases	• Using punctuation and grammar to craft narrative writing • Using punctuation and grammar to craft descriptive writing • Identifying and writing compound sentences with coordinating conjunctions • Using coordinating conjunctions to create a character's voice • Using compound sentences to juxtapose and create contrast	• Understanding colons • Using colons to introduce quotations • Identifying and using semicolons • Identifying and writing extended sentences with multiple clauses and phrases - accuracy

	Food and Drink	Sport and health	My environment	Media
French 8X	key verbs: manger/boire partitive articles introduce past tense	key verbs: jouer/faire consolidate grammar from unit 1 illness	Il y a Visiter Aller conditionals (regular and irregular)	TV and film vocab opinions film study: Les Choristes

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French 8Y	My family and me Key verbs: être/avoir Negatives Masculine/feminine grammar rules Baseline classroom language		Where I live Key verbs: habiter/il y a / il fait Simple conditionals (vouloir) Increasing depth of vocab		My environment Il y a Visiter Aller	
Geography	Population and Migration	Rock cycle Erosion by Ice in Cumbria/UK to make present day landscape	Employment and Agriculture	Industry and Environment	Energy and a sustainable energy mix	Antarctica
German 8X	Self, family and pets Name Age (numbers) Where you live Descriptions Birthdays Basic freetime activities Siblings Family Description of family members Pets Descriptions of pets Past activities Grammar heißen sein		Town Where you live Who you live with Where your family live Description of where you live Describe what there is where you live Opinion of where you live Description of what you can do where you live What you do in your town What you have done in your town Grammar wohnen in/mit relative clauses verb second		School Say what you can learn in your school Description of school day with timings Activities during break and lunch Description of school building Opinion of teachers Opinion of subjects Thoughts about life after GCSEs Description of what you did at break Description of what you are (not) allowed and what you have to do in school. Grammar man kann + infinitive times verb second nominative ordinal numbers (1-5)	

	haben adjective endings (plural/acc) ordinal (dat) and cardinal numbers und/aber ich and wir forms of: spielen machen sehen gehen hören fahren relative clauses verb second er/sie perfect tense of above verbs for ich and wir	genders (accusative) kein/e/n adjective endings after indefinite article (accusative) man kann + infinitive	dative ordinal numbers (1-5) revision of ich form of: spielen machen sehen gehen intro in ich form of: essen trinken um zu clauses revision of accusative adjective endings after indefinite articles gern etc verb last with weil/obwohl future with werden (ich)/conditional - möchte & implied future with muss + infinitive revision of perfect tense of previously learned verbs plus intro of perfect for essen and trinken modals - darf, muss + infinitive intro in infinitive of: tragen benutzen	
German 8Y	<u>House</u> Where you live Who you live with Type of house you live in and location Description of what is in, next to, behind and in front of your house	<u>Free time</u> Hobbies and reasons for doing them Hobbies that other people like to do and why When/how frequently you and your family do your hobbies	<u>Food and drink</u> Saying what you like and dislike eating and drinking	<u>Film</u> Saying what kinds of films you like and dislike watching Categorising films

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	Description of where the rooms are Opinions of your house Activities in your house and where you do them. Daily routine Description of morning and after school routine, including times Description of the above in the perfect tense Grammar revision of in/mit intro of am/auf verb second revision of acc adjective endings after indefinite articles Definite articles (nominative) revision of weil + verb last revision of above verbs in ich/wir forms intro of ich form of: aufwachen aufstehen fernsehen anziehen sich duschen sich kämmen sich waschen frühstücken	Description of what you did in the past and why opinions of activities Description of what you will/would like to/want to do and why Grammar Possessive adjectives lieben, hassen weil + verb last Spaß machen gefallen (with mir) verb paradigms for: spielen machen gehen hören besuchen bleiben fahren sehen lesen treffen essen laufen Verb second um X zu X Perfect tense of above verbs for ich war	Discussing your favourite food and that of others Giving justifications for your opinions about food and drink Saying what you eat and at which mealtime Discussing what you have eaten and how it was Saying what you can eat in Germany, Austria and Switzerland Restaurant scenario Grammar Using gern with a verb possessive adjectives verb last after weil and obwohl verb second after time phrases	saying what you will see Giving reasons why you will see that film Saying what you have seen Discussing what it was like Grammar sehen paradigm using gern etc with the verb future tense with sehen for ich adjectives perfect tense of sehen for ich using war in imperfect to describe the films revision of other verbs in the perfect

	putzen packen verlassen Intro of sequencers and time phrases perfect tense of above verbs in ich form	futures tense of above for ich, using werden, möchte, will		perfect tense of essen and trinken for ich imperfect tense - war using coordinating conjunctions und and aber modals (kann) + infinitive transactional language in a restaurant	
History	What problems faced monarchs in 16th century? • Religion • Henry VIII & the Reformation • Bloody Mary • Elizabeth's difficulties	Charles I & the Civil War • Causes • Why Parliament won	Monarchy versus Parliament • Cromwell • Glorious Revolution • Act of Union	Revolutions • Agricultural • Industrial • Transport	British Empire & the Slave Trade • Triangular Trade • Abolition
Maths	Our homework tasks may well draw on ideas that have not yet been explicitly taught during that year's programme, but we expect students to try the work and build on the skills week by week.				
	Algebra 1 Sequences - continuing arithmetic sequences, and finding nth terms. Generating sequences	Shape 1 Improving knowledge of constructions.	Algebra 2 Developing skills of algebraic manipulation and substituting values into more complex	Shape 2 Further work on area and symmetry, extending to area of harder shapes.	Shape 3 Working with angles and developing skills of geometric reasoning.	Algebra 3 Co-ordinates, and working towards the equation of a straight line. Some basic co-ordinate

	and starting to look at harder sequences. Number 1 Multiplication and division with powers of ten. Improving knowledge of the place value system, and extending work to standard form. Further work on written calculations. Negative numbers and order of calculations.	Maps and scale drawing and converting units. Number 2 Fractions, decimals, percentage, ratio and proportion. Standard skills and conversion between them.	expressions (could extend to expanding brackets). Changing the subject of a formula, and solving equations. Inequalities. Data 1 Calculation of averages, and extending knowledge of graphical presentation to include scatter graphs.	Number 3 Factors and Multiples, Powers and Roots including an understanding of prime numbers	Solving problems with polygons. Data 2 Probability calculations including comparing relative frequency and experimental probability.	geometry, including the mid-point of a line segment.
Music	Musical Futures • Chords on Uke, guitar, keyboard • Introduction to Ukulele • Introduction to keyboard chords, performing pieces with repeated chord progressions • The bass line	Blues and Rock n Roll • 12 Bar Blues • Hook • Improvisation • Using the Blues Scale • Walking Bass • Background and history	Samba Drumming • Call and response • Polyrhythms • Instrumental break • Names of instruments • Background and history	• Reggae & Calypso • Off beat chord patterns • Reggae • Calypso • Chords of D A E • Different chord layouts on keyboard • Background	Loop project • What makes musical patterns fit together • Editing loops, • Musical structures, • Exploring texture, using automation and effects in GarageBand	Exam • Recreating a song. • Building up different parts in a song; common song structures; extending the range of chords used; singing including backing parts. • Recording using

				and history	• Revision for Year 8 Exam	GarageBand.
PE	Students do half a term on each of the following activities: ● Rugby ● Football ● Netball (girls)/Basketball (boys) ● Raising The Bar (leadership, communication, problem solving, rules and regulations in sports, teamwork) ● Fitness (methods of training) ● Badminton/table tennis ● Bootcamp (outdoor fitness, cardiovascular and muscular endurance training) ● Hockey				Students do half a term on each of the following activities: ● Cricket ● Athletics ● Rounders ● Tennis	
Personal Development	Citizenship Culture Prejudice and discrimination Immigration Freedom British values The Legal system National and local government Parliament and laws	The Legal System The court system The police Careers Jobs and Me Gender stereotyping Employability skills & projects Inside the factory	Personal Finance E-safety Review of prior learning Project Safer Internet Day	E Safety cont. Having your say Relationships Families Friends Romance Sex Education	Study Skills Health & Well Being Physical wellbeing Emotional/mental wellbeing Role of Public Services Local government Having your say Emergency services	Intergenerational Task Speeches: Intergenerational reminiscence

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Physics	Space Cont from Year 7 Suns Stars Galaxies Seasons Eclipses Revision Test Test Recap Sound Features of Waves	Sound cont. Sound Waves Speed of Sound Detecting Sound Ultrasound Test Test recap Light Light Rays Reflection	Light cont. Mirrors Refraction Lenses Colours Colours and Filters Detecting Light	Light cont. Light Test Test Recap Thermal Physics Particle Theory Thermal Energy Heating Solids	Thermal Physics cont. Heating Fluids Changing State Cooling Curves Diffusion Magnet Magnets Mag Field	Revision Yr8 test Yr8 test recap Magnets Cont. Electromagnets Electromagnets DC Motors
Religion, Philosophy & Ethics	Is there an afterlife? Views on the soul and identity including Theseus' Ship, Plato's dualism and St Paul's ideas about resurrection. Evidence for and against the afterlife	Is there an afterlife cont. Christian beliefs about heaven and hell Christian beliefs about resurrection Hindu beliefs about reincarnation	How do people make ethical decisions? Influences on moral behaviour Absolute and relative ethics The Ten Commandments Can you lead an ethical life without belief in God? Humanism	Can violence ever be justified? Cont.	What does freedom mean to Jews? Jewish symbols The covenant The Exodus account and Moses Pesach	Do we have a responsibility to help those living in poverty? Christian beliefs about helping those in poverty Humanist and utilitarian arguments about helping people in poverty Fair trade and Christian Aid

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			Can violence ever be justified?			Philosophy: how do we know what is true?
			Discussion of ethical dilemmas			Can we trust our senses?
			Hindu belief of ahimsa			Is there only one view of truth?
			Gandhi's teachings and example of non-violence			How do we know that what we perceive to be true is true?
			Stories for Hinduism that support the idea of just war including the Ramayana			