

Year 8 Curriculum

The long term curriculum plans present an overview of the topics covered each half term. They also provide information on the nature of the assessments and offer suggestions on extra resources that can be used to support learning.

It is important to emphasise that these plans are working documents and departments actively use them as a guide to plan the teaching and assessments throughout the year. However, departments are also flexible enough to respond to the needs of the learners.

In addition to the curricula for the individual academic subjects outlined in the following pages, students in Year 8 also have one lesson of PSHE, two lessons of PE and three lessons of Games per week.

<p>Autumn 2020</p>	<p>Patterns in Nature</p> <p>Students will:</p> <ul style="list-style-type: none"> • research artists/designers influenced by natural forms such as Georgia O’Keefe, William Morris and Clive Nichols; • learn how to record and analyse first-hand observations of natural forms, working directly from the source; • use the visual elements such as line/colour/form to reproduce these natural patterns in a simplified way; • build on their design skills to understand the role of pattern in creating a tessellation; and • experiment with lino printing techniques to create their final design. 	<p><i>Supporting materials:</i> Art Assignments folder on Microsoft Teams.</p> <p><i>Assessment:</i></p> <ul style="list-style-type: none"> • Knowledge and understanding of art, craft & design, including major movements. • Investigating and making using a range of techniques, media and materials. • Analysis and evaluation of work.
<p>Spring 2021</p>	<p>Human Flowers</p> <p>Students will:</p> <ul style="list-style-type: none"> • learn about the proportions and balance of figure drawing through observation and recording; • understand the relationship between the figure and the environment (life cycle); • understand how artists distort reality in order to express emotions through painting and drawing; • develop their painting and drawing skills; and • learn the ability to experiment with new techniques to create an imaginative and surreal final piece. 	<p><i>Supporting materials:</i> Art Assignments folder on Microsoft Teams.</p> <p><i>Assessment:</i></p> <ul style="list-style-type: none"> • Knowledge and understanding of art, craft & design, including major movements. • Investigating and making using a range of techniques, media and materials. • Analysis and evaluation of work.
<p>Summer 2021</p>	<p>Totem Poles</p> <p>Students will:</p> <ul style="list-style-type: none"> • gain an appreciation for Native American Art and will understand what a Totem Pole represents; • understand that past events, the way people live, and visual arts influence one another; • develop their understanding of the use of symbols in conveying meaning and the communication of significant events; • explore visual art and design concepts of line, pattern and colour to embellish their artwork; and • create totem poles that represent their school experience. 	<p><i>Supporting materials:</i> Art Assignments folder on Microsoft Teams.</p> <p><i>Assessment:</i></p> <ul style="list-style-type: none"> • Knowledge and understanding of art, craft & design, including major movements. • Investigating and making using a range of techniques, media and materials. • Analysis and evaluation of work.

<p>Autumn 1 2020</p>	<p>Interdependence and Plant Reproduction 9.1 Understanding food webs 9.4 Exploring ecological balance 9.2 Understanding the effects of toxins in the environment 9.3 Exploring the importance of insects 9.5 Exploring flowering plants 9.6 Exploring fertilisation 9.7 Understanding how seeds are dispersed 9.8 Understanding how fruits disperse seeds</p>	<p>Textbook: Collins AQA KS3 Science Student BOOK 1 – CHAPTER 9 ECOSYSTEMS Online resources: <ul style="list-style-type: none"> • Doodle • Twig • BBC Bitesize Revision book Assessment: Practical assessment Unit/half term test</p>
<p>Autumn 2 2020</p>	<p>Variation and Human Reproduction 10.4 Understanding the female reproductive system and fertility 10.5 Understanding the male reproductive system and fertilisation 10.6 Learning how a foetus develops 10.7 Understanding factors affecting a developing foetus 10.8 Communicating ideas about smoking in pregnancy 10.1 Looking at variation 10.2 Exploring causes of variation 10.3 Considering the importance of variation</p>	<p>Textbook: Collins AQA KS3 Science Student BOOK 1 – CHAPTER 10 GENES Online resources: Doodle Twig BBC Bitesize Revision book Assessment: Practical assessment Unit/half term test</p>
<p>Spring 1 2021</p>	<p>Evolution and Inheritance 10.1 Explaining natural selection 10.2 Understanding the importance of biodiversity 10.3 Explaining extinction 10.4 Understanding the nature of genetic material 10.5 Exploring the role of chromosomes 10.6 Understanding variation 10.7 Modelling inheritance</p>	<p>Textbook: Collins AQA KS3 Science Student BOOK 2 – CHAPTER 10 GENES Online resources: <ul style="list-style-type: none"> • Doodle • Twig • BBC Bitesize Revision book</p>
<p>Spring 2 2021</p>	<p>Photosynthesis 9.6 Exploring how plants make food 9.7 Looking at leaves 9.8 Exploring the movement of water and minerals in plants 9.9 Investigating the importance of minerals to plants 9.10 Investigating photosynthesis</p>	<p>Textbook: Collins AQA KS3 Science Student BOOK 2 – CHAPTER 8 ORGANISMS Online resources: <ul style="list-style-type: none"> • Doodle • Twig • BBC Bitesize Revision book</p>

Biology

Summer 1 2021	Respiration 9.1 Understanding aerobic respiration 9.2 Exploring respiration in sport 9.3 Understanding anaerobic respiration 9.4 Investigating fermentation 9.5 Comparing aerobic and anaerobic respiration	<i>Supporting materials:</i> : Collins AQA KS3 Science Student BOOK 2 <i>Online resources:</i> <ul style="list-style-type: none">● Doodle● Twig● BBC Bitesize <i>Assessment:</i> Practical assessment Unit / half term test
Summer 2 2021	Breathing and Digestion 8.1 Understanding how we breathe 8.2 Measuring breathing 8.3 Explaining gas exchange in humans 8.4 Exploring the effects of disease and lifestyle 8.5 Exploring a healthy diet 8.6 Understanding the effects of an unbalanced diet 8.7 Understanding the human digestive system 8.8 Understanding the roles of the digestive organs	<i>Supporting materials:</i> : Collins AQA KS3 Science Student BOOK 2 <i>Online resources:</i> <ul style="list-style-type: none">● Doodle● Twig● BBC Bitesize <i>Assessment:</i> Practical assessment Unit / half term test

Chemistry

<p>Autumn 1 2020</p>	<p>Matter – The Preiodic Table and Elements</p> <p>The principles underpinning the modern Periodic Table The layout of the Periodic Table Analysing patterns in the Periodic Table Explore chemical and physical properties of metals and non-metals Atoms, elements and compounds</p>	<p><i>Supporting materials:</i> Textbook BBC Bitesize Doddle Twig KS3 revision guides available</p> <p><i>Assessment:</i> Homework, Doddle, Unit Test</p>
<p>Autumn 2 2020</p>	<p>Matter – Elements Reactions – Chemical Energy</p> <p>Chemical symbols and formula for elements and compounds Exploring the chemical and physical differences between metal and non-metal oxides Properties of ceramics, polymers and composites Conservation of mass and changes during chemical reactions Understanding exothermic reactions</p>	<p><i>Supporting materials:</i> See above</p> <p><i>Assessment:</i> Homework, Doddle, Unit Test</p>
<p>Spring 1 2021</p>	<p>Reactions Chemical Energy and Types of Reactions</p> <p>Comparing exothermic and endothermic reactions Catalysts Exploring combustion Exploring uses of fuels Exploring thermal decomposition</p>	<p><i>Supporting materials:</i> See above</p> <p><i>Assessment:</i> Homework, Doddle, Unit Test</p>
<p>Spring 2 2021</p>	<p>Reactions – Types of Reactions Earth – Climate The composition of the atmosphere The carbon cycle The production of carbon dioxide by human activity and the impact on climate</p>	<p><i>Supporting materials:</i> See above</p> <p><i>Assessment:</i> Homework, Doddle, Unit Test</p>
<p>Summer 1 2021</p>	<p>Earth – Earth Resources Explore damage to Earth’s resources Evaluate the efficacy of recycling Explore how to extract metals The reactivity series Methods of metal extraction</p>	<p><i>Supporting materials:</i> See above</p> <p><i>Assessment:</i> Homework, Doddle, Unit Test</p>
<p>Summer 2 2021</p>	<p>Exam Start Year 9 GCSE work</p>	<p><i>Supporting materials:</i> See above</p> <p><i>Assessment:</i> Homework, Doddle, Summer Examination</p>

Computer Science

<p>Autumn 1 2020</p>	<p>Scratch</p> <ul style="list-style-type: none"> • Scrolling Background • Using foreground • Introducing randomness • Interacting Sprites • Use of sound • Framerates 	<p>Supporting Materials: The online Scratch Community Online tutorials Exemplar Work Step by Step Instructions</p> <p>Assessment: Project assessment</p>
<p>Autumn 2 2020</p>	<p>Spreadsheets</p> <ul style="list-style-type: none"> • Ranges • Inter sheet formulae • Conditional formatting • Data validation 	<p>Supporting Materials Exemplar Work</p> <p>Assessment</p> <p>Project Assessment</p>
<p>Spring 1 2021</p>	<p>Programming (Visual Basic)</p> <ul style="list-style-type: none"> • Forms • Command buttons • Labels • Using the focus • Text Boxes • More complex controls 	<p>Supporting Materials Online tutorials Exemplar Work Step by Step Instructions</p> <p>Assessment</p> <p>Project Assessment</p>
<p>Spring 2 2021</p>	<p>Databases</p> <ul style="list-style-type: none"> • Using a database • Database components • Presenting data effectively • Querying a database • User Interfaces • Primary keys 	<p>Supporting Materials Online tutorials</p> <p>Assessment</p> <p>Based on completed programs</p>
<p>Summer 1 2021</p>	<p>Graphic Design</p> <ul style="list-style-type: none"> • Photo tools • Blur, Burn, Dodge • How to spot a fake • Blending 	<p>Supporting Materials Exemplar Work</p> <p>Assessment</p> <p>Project Assessment</p>
<p>Summer 2 2021</p>	<p>Animation</p> <ul style="list-style-type: none"> • Timelines • Tweens • Frames • Layers • Frame rates • Onion skinning 	<p>Supporting Materials Online tutorials Exemplar Work</p> <p>Assessment</p> <p>Project Assessment</p>

Design & Technology

<p>Autumn 1 2020</p>	<p>Structures Project</p> <ul style="list-style-type: none"> ● Types of structures ● Team work ● Marking out ● Struts & Ties ● Use of gussets ● Quality Control ● Testing 	<p><i>Supporting materials:</i> www.technologystudent.com www.bbc.co.uk/education/subjects/zfr9wmn www.youcarrot.com http://www.design-technology.org/ http://www.mr-dt.com/</p> <p><i>Assessment:</i> Focused practical task Homework / Class Booklet</p>
<p>Spring 2021</p>	<p>Clock Project</p> <ul style="list-style-type: none"> ● Design theme (Alessi) ● CAD (Techsoft 2D Design) ● CAM (Laser Cutter) ● Working with Acrylic ● Clock mechanisms ● Quality control 	<p><i>Supporting materials:</i> www.technologystudent.com www.bbc.co.uk/education/subjects/zfr9wmn www.youcarrot.com http://www.design-technology.org/ http://www.mr-dt.com/</p> <p><i>Assessment:</i> Focused practical task Homework / Class Booklet</p>
<p>Summer 2021</p>	<p>Resin Casting</p> <ul style="list-style-type: none"> ● Different types of casting ● Making a mould ● Use of machines and hand tools to finish a product ● Quality control ● Buffing and polishing 	<p><i>Supporting materials:</i> www.technologystudent.com www.bbc.co.uk/education/subjects/zfr9wmn www.youcarrot.com http://www.design-technology.org/ http://www.mr-dt.com/</p> <p><i>Assessment:</i> Focused practical task Homework / Class Booklet</p>

Drama

<p>Autumn 2020</p>	<p>Practitioners in Practice Students will be taught about the working practices of Stanislavski and Brecht. They will use the methods of these practitioners in performance and explore new acting styles. Students will explore:</p> <ul style="list-style-type: none"> • Naturalism • Epic theatre 	<p><i>Supporting materials:</i></p> <p><i>Assessment:</i> Students are continually assessed and given feedback during the course of the term. Building to a final assessment performance.</p>
<p>Spring 2021</p>	<p>Performance Students will work on a scripted performance to be performed in front of a live audience in the summer term. OR Film Students will use their acting skills to make a film using a specific genre of the teachers choice. In the past students have made silent movies, Slap stick comedy and movement pieces to music.</p>	<p><i>Supporting materials:</i></p> <p><i>Assessment:</i> Students are continually assessed and given feedback during the course of the term. Building to a final assessment performance.</p>
<p>Summer 2021</p>	<p>Performance Students will work on a scripted performance to be performed in front of a live audience in the summer term. OR Play Script Students will analyse a play script chosen by their teacher for performance. Students will have to think about both performance and design elements focusing on:</p> <ul style="list-style-type: none"> • Lighting • Set • Costume • Props • Characterisation • Vocal skills • Physicality • Working as part of a group 	<p><i>Supporting materials:</i></p> <p><i>Assessment:</i> Students are continually assessed and given feedback during the course of the term. Building to a final assessment performance.</p>

<p>Autumn 1 2020</p>	<p>The study of a Shakespeare play</p> <ul style="list-style-type: none"> ● Plot ● Genre ● Shakespeare's use of language ● Key themes ● Dramatic devices ● Context ● Audience response 	<p><i>Supporting Materials / Extra Practice / Website:</i> York Notes http://www.sparknotes.com/</p> <p><i>Reading Assessment:</i> Essay question on a character/theme</p>
<p>Autumn 2 2020</p>	<p>The study of a range of famous speeches</p> <ul style="list-style-type: none"> ● Context ● Persuasive devices ● Language and structural features ● Sentence structure ● Tone ● Intonation ● Pitch ● Paralinguistics 	<p><i>Supporting Materials / Extra Practice / Website:</i> SPaG exercises: http://www.bbc.co.uk/bitesize/quiz/q58691005</p> <p><i>Writing Assessment:</i> Two/three diary entries from different points in the novel.</p>
<p>Spring 1 2021</p>	<p>The study of the novel <i>The Hobbit</i></p> <ul style="list-style-type: none"> ● Genre ● Characterisation ● Themes ● Language and structural devices ● Reader response ● Narrative voice 	<p><i>Wider reading:</i> <i>The Lord of the Rings</i> by JRR Tolkien</p> <p><i>Writing Assessment:</i> Imaginative Writing</p>
<p>Spring 2 2021</p>	<p>The study of the novel <i>The Hobbit</i></p> <ul style="list-style-type: none"> ● Genre ● Characterisation ● Themes ● Language and structural devices ● Reader response ● Narrative voice 	<p><i>Reading Assessment:</i> Essay question on a character/theme</p>

Summer 1 2021	The study of an anthology of Gothic prose and poetry. <ul style="list-style-type: none">● Historical context of the Gothic genre● Important writers of the genre● Gothic conventions● Poetic devices● Form and structure● Language and structural devices● Tone● Imagery	<i>Supporting Materials / Extra Practice / Website:</i> https://www.bbc.co.uk/education/topics/z7gcwmn/resources/1 <i>Reading Assessment:</i> Essay question on one poem
Summer 2 2021	Independent Learning Project <ul style="list-style-type: none">● Students will work in groups to produce a presentation on a given topic.	<i>Assessment:</i> Presentation

French

<p>Autumn 1 2020</p>	<p>Module 3</p> <p>Mon temps libre Point de départ Talking about weather/ sounds Unit 1:Talking about sports (+ jouer) Unit 2: Talking about activities (+ faire)</p>	<p><i>Supporting materials:</i> <i>Dynamo 1, Pearson</i> www.languagesonline.org.uk, www.classtools.net, www.Edpuzzle.com, www.wordreference.com</p>
<p>Autumn 2 2020</p>	<p>Module 3 (continued)</p> <p>Unit 3: Sport in French speaking countries Unit 4: Talking about what you like doing Unit 5: Creating an interview with a celebrity</p> <p>Module 4 Ma vie de famille</p> <p>Point de départ Talking about animals/higher numbers Unit 1: Myfamily</p>	<p><i>Supporting materials:</i> <i>Dynamo 1, Pearson</i> www.languagesonline.org.uk, www.classtools.net, www.Edpuzzle.com, www.wordreference.com</p> <p><i>Assessment:</i> An end of Module 3 test covering at least 2 language based skills.</p>
<p>Spring 1 2021</p>	<p>Module 4 (continued)</p> <p>Unit 2: Where I live Unit 3: Talking about breakfast Unit 4: Learning about Bastille Day Unit 5: Creating a cartoon family</p>	<p><i>Supporting materials:</i> <i>Dynamo 1, Pearson</i> www.languagesonline.org.uk, www.classtools.net, www.Edpuzzle.com, www.wordreference.com</p> <p><i>Assessment:</i> An end of Module 4 test covering at least 2 language based skills.</p>
<p>Spring 2 2021</p>	<p>Module 5</p> <p>Point de depart Talking about places in a town Understanding prices in French</p> <p>Unit 1: Saying where you go at the weekend Unit 2: Inviting someone out Unit 3 ordering drinks and snacks</p>	<p><i>Supporting materials:</i> <i>Dynamo 1, Pearson</i> www.languagesonline.org.uk, www.classtools.net, www.Edpuzzle.com, www.wordreference.com</p> <p><i>Assessment:</i> No formal assessment</p>

French

Summer 1 2021	Module 5 (continued) Unit 4: Saying what you are going to do Unit 5: talking about plans for a special weekend General revision of modules 3-5	<i>Supporting materials:</i> <i>Dynamo 1</i> , Pearson www.languagesonline.org.uk , www.classtools.net , www.Edpuzzle.com , www.wordreference.com
Summer 2 2021	End of Year 8 examination of modules 3-5	<i>Supporting materials:</i> Revision Guide <i>Dynamo 1</i> , Pearson www.languagesonline.org.uk , www.classtools.net , www.Edpuzzle.com , www.wordreference.com <i>Assessment:</i> End of year examination covering all language based skills

Geography

<p>Autumn 1 2020</p>	<p>Introducing Geography Map skills + Our World</p> <p>Learning the names and locations of continents, oceans, mountain ranges, deserts and rivers Developing understanding of maps including; longitude and latitude, compass points, map symbols, 4 and 6- figure grid references, measuring distances on maps and the use of contours</p>	<p><i>Supporting materials:</i> https://www.ordnancesurvey.co.uk/mapzone/</p> <p>Online resources shared with students through Google Classroom</p> <p><i>Assessment:</i> Several short tests on knowledge and skills throughout the half term</p>
<p>Autumn 2 2020</p>	<p>Resource Reliance</p> <p>Learning the different components of Earth's Systems including the Hydrosphere, Biosphere, Atmosphere and Lithosphere to understand what the Earth's natural resources are. Examining how these resources can be used to make electricity and the advantages and disadvantages of each form</p>	<p><i>Supporting materials:</i> Online resources shared with students through Google Classroom</p> <p><i>Assessment:</i> A range of short tests on key term definitions and practice exam questions.</p>
<p>Spring 1 2021</p>	<p>Resource Reliance</p> <p>Understanding the history of the UK's Energy mix and debating the various options for providing energy in the future including nuclear, fracking and renewable energy.</p>	<p><i>Supporting materials:</i> Online resources shared with students through Google Classroom</p> <p><i>Assessment:</i> Individual/Group projects on debating the options for the UK's Energy Future.</p>
<p>Spring 2 2021</p>	<p>Rivers</p> <p>Learning the water cycle and main parts of a river; the processes of erosion, transportation and deposition.</p> <p>Developing an understanding of how these processes create a variety of distinctive landforms.</p> <p>Beginning to examine the role of fieldwork in Geography</p>	<p><i>Supporting materials:</i> Online resources shared with students through Google Classroom</p> <p><i>Assessment:</i> A range of short tests on key term definitions and practice exam questions.</p>

Geography

Summer 1 2021	River Tillingbourne Enquiry Field Trip to the River Tillingbourne with Juniper Hall FSC. Completing a fieldwork river project. Examining the causes and effects of flooding, including a case study.	<i>Supporting materials:</i> Online resources shared with students through Google Classroom <i>Assessment:</i> Completing a fieldwork river project.
Summer 2 2021	End of Year Exams	<i>Supporting materials:</i> Online resources shared with students through Google Classroom <i>Assessment:</i> End of year exam.

German

<p>Autumn 1 2020</p>	<p>Module 3 continued Freizeit</p> <ul style="list-style-type: none"> ○ Give information about sports you play ○ Using 'gern' and 'spielen' ○ Discussing leisure activities ○ Using correct word order ○ Talking about mobiles and computers ○ Talking about actions in the future ○ Writing about your free time 	<p><i>Supporting materials:</i> <i>Stimmt 1 textbook</i> www.languagesonline.org.uk, www.wordreference.com</p> <p><i>Assessment:</i> An end of Module test covering all 4 language based skills.</p>
<p>Spring 1 2021</p>	<p>Module 4 Schule ist klasse</p> <ul style="list-style-type: none"> ○ Talking about school subjects ○ Using 'weil' ○ Talking about days and times ○ Word order ○ Describing teachers ○ Saying his/hers ○ School rules ○ Prepositions (in, auf, neben, an) 	<p><i>Supporting materials:</i> <i>Stimmt 1 textbook</i> www.languagesonline.org.uk, www.wordreference.com</p> <p><i>Assessment:</i> An end of Module test covering 2/ 4 language based skills.</p>
<p>Summer 1 2021</p>	<p>Module 5 Gute Reise!</p> <ul style="list-style-type: none"> ● Discussing your town ● Saying what there is and isn't ● Saying what you would like ● Buying snacks ● Talking about holiday plans ● Using 'werden' for the future tense 	<p><i>Supporting materials:</i> <i>Stimmt 1 textbook</i> www.languagesonline.org.uk, www.wordreference.com</p> <p><i>Assessment:</i> <i>None</i></p>
<p>Summer 2 2021</p>	<p style="text-align: center;">End of Year 8 examination of Modules 3-5</p>	<p><i>Supporting materials:</i> Revision Guide <i>Stimmt 1 textbook</i> www.languagesonline.org.uk, www.wordreference.com</p> <p><i>Assessment:</i> <i>End of year examination</i></p>

History

<p>Autumn 1 2020</p>	<p>Why was there so much religious change in the sixteenth century?</p> <ul style="list-style-type: none"> • Why did Henry VIII make himself head of the Church of England? • How did Edward change English churches? • Could Queen Mary make England Catholic again? 	<p><i>Supporting materials:</i> <i>Rediscovering The Making of the UK – Colin Shepherd</i> http://www.bbc.co.uk/bitesize/ks3/history/tudors_stuarts/henry_viii/revision/1/</p> <p><i>Assessment</i> Write a diary as a Catholic describing the changes Henry VIII has made to religion in England.</p>
<p>Autumn 2 2020</p>	<p>What were the secrets of Elizabeth I's success?</p> <ul style="list-style-type: none"> • What problems did Elizabeth face and how did she solve them? • Why did the Spanish Armada fail? 	<p><i>Supporting materials:</i> <i>Rediscovering The Making of the UK – Colin Shepherd</i> http://bbc.in/2GC2fmI</p> <p><i>Assessment essay:</i> An obituary for Elizabeth: What were the secrets of Elizabeth's success?</p>
<p>Spring 1 2021</p>	<p>Would you have signed Charles I's death warrant?</p> <p>Did Charles I:</p> <ul style="list-style-type: none"> • 'ignore the will of Parliament and rule according to his own will'? • 'wickedly make war on his own subjects'? • 'restart the war after being defeated'? 	<p><i>Supporting materials:</i> <i>SHP History Year 8- Chris Culpin and Ian Dawson</i> <i>Rediscovering The Making of the UK – Colin Shepherd</i> http://bbc.in/2GC2fmI</p> <p><i>Assessment essay:</i> Would you have signed Charles I's death warrant?</p>
<p>Spring 2 2021</p>	<p>Why were Europeans mad about empires?</p> <ul style="list-style-type: none"> • How did the Spanish defeat of the Aztecs change Mexico and Spain? • The Clarkson Challenge- Why was Clarkson's challenge so difficult? 	<p><i>Supporting materials:</i> <i>SHP History Year 8- Chris Culpin and Ian Dawson</i> http://bbc.in/2EO8S4Q</p> <p><i>Assessment:</i> Write a speech in favour of abolishing the slave trade</p>

History

Summer 1 2021	What did the Industrial Revolution do for us? <ul style="list-style-type: none">• Why was British industry so successful?• Was there more to a Victorian town than 'foul facts'?• How did the Victorians try and help the poor?	<i>Supporting materials:</i> See above <i>Assessment:</i> Horrible Histories style guide to Victorian towns
Summer 2 2021	How had ordinary life changed by 1900? <ul style="list-style-type: none">• What were the different faces of London in 1900?• Why was ordinary life changing so much?	<i>Supporting materials:</i> <i>SHP History Year 8-</i> Chris Culpin and Ian Dawson http://bbc.in/2ChKrzk <i>Assessment:</i> End of year exam

Latin

<p>Autumn 1 2020</p>	<p>To be introduced to the Romans, their Society and Government. To be introduced to the Olympian Gods. To be introduced to some of the basic grammar of the language including the use of subjects and objects, noun declensions and gender, and basic verbs.</p>	<p><i>Supporting materials:</i> The Textbook CLC Website Interactive Program on school network.</p> <p><i>Assessment:</i> Various vocabulary tests and translations (both Latin into English and English into Latin).</p>
<p>Autumn 2 2020</p>	<p>To be introduced to the use adjectives. To be introduced to Roman Heroes. To be introduced to more on nouns and adjectives. To be introduced to the use of prepositions.</p>	<p><i>Supporting materials:</i> The Textbook CLC Website Interactive Program on school network.</p> <p><i>Assessment:</i> Various vocabulary tests and translations (both Latin into English and English into Latin).</p>
<p>Spring 1 2021</p>	<p>To go into further detail of the perfect tense. To be introduced to Roman Gods. To be introduced to the ablative case. To be introduced to verb conjugations and principal parts. To be introduced to infinitives.</p>	<p><i>Supporting materials:</i> The Textbook CLC Website Interactive Program on school network.</p> <p><i>Assessment:</i> Various vocabulary tests and translations (both Latin into English and English into Latin).</p>
<p>Spring 2 2021</p>	<p>To be introduced to some irregular verbs. To be introduced to adverbs. To be introduced to the imperfect tense. To be introduced to Roman Religion.</p>	<p><i>Supporting materials:</i> The Textbook CLC Website Interactive Program on school network.</p> <p><i>Assessment:</i> Various vocabulary tests and translations (both Latin into English and English into Latin).</p>
<p>Summer 1 2021</p>	<p>To be introduced to more irregular verbs. To be introduced to direct questions. To be introduced to the genitive and dative cases.</p>	<p><i>Supporting materials:</i> The Textbook CLC Website Interactive Program on school network.</p> <p><i>Assessment:</i> Various vocabulary tests and translations (both Latin into English and English into Latin).</p>

Latin

Summer 2 2021	To be introduced to Roman Festivals, Games and Shows. To be introduced to more irregular verbs. To be introduced to the present tense.	<i>Supporting materials:</i> The Textbook CLC Website Interactive Program on school network. <i>Assessment:</i> Various vocabulary tests and translations (both Latin into English and English into Latin).
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Mathematics

Autumn 1 2020	<ul style="list-style-type: none">• Indices• Standard Form• Significant Figures• Probability• Possibility Space Diagrams• Relative Frequency• Multiplication and Division of Fractions• Fractions and Percentages• Ratio	<i>Supporting materials:</i> STP textbook BoardWorks MyMaths <i>Assessment:</i> 1 Period Test
Autumn 2 2020	<ul style="list-style-type: none">• Polygons• Area of Triangles and Parallelograms• Scatter Graphs• Circumference and Area of a Circle• Formulas	<i>Supporting materials:</i> STP textbook BoardWorks MyMaths <i>Assessment:</i> 2 Period Test October & November test results will determine sets for next term
Spring 1 2021	<ul style="list-style-type: none">• Reflections• Translations• Rotations• Linear Equations• Straight Line Graphs	<i>Supporting materials:</i> STP textbook BoardWorks MyMaths <i>Assessment:</i> 1 Period Test

Mathematics

Spring 2 2021	<ul style="list-style-type: none">• Curved Graphs• Continuous Data• Simultaneous Equations• Volumes• Enlargements	<i>Supporting materials:</i> STP textbook BoardWorks MyMaths <i>Assessment:</i> 2 period TEST
Summer 1 2021	<ul style="list-style-type: none">• Set Notation• Scale Drawings• Pythagoras' Theorem• Travel Graphs	<i>Supporting materials:</i> STP textbook BoardWorks MyMaths <i>Assessment:</i> No formal assessment
Summer 2 2021	END OF YEAR EXAMS <ul style="list-style-type: none">• Exam review	<i>Supporting materials:</i> STP textbook BoardWorks MyMaths <i>Assessment:</i> Two 1.5hr exams – Results will determine Yr 9 set

Music

<p>Autumn 1 2020</p>	<p>UNIT 1: The Blues</p> <ul style="list-style-type: none"> • What is the history of the Blues? • How do you perform the 12-bar Blues? • How do you play the Blues scale? • How do you improvise using the Blues scale? • What are the main features of Blues lyrics? 	<p><i>Supporting materials:</i> <i>Class workbook</i> <i>PowerPoints on MS Teams</i> <i>YouTube demonstration videos</i></p> <p><i>Assessment:</i> 1) <i>Blues performance</i> 2) <i>Listening test on Blues music</i></p>
<p>Autumn 2 2020</p>	<p>UNIT 2: Understanding harmony</p> <ul style="list-style-type: none"> • What are scales and triads? • How do you form major and minor chords? • How do you compose effective chord sequences? • How do you compose an effective melody over a chord sequence? 	<p><i>Supporting materials:</i> <i>Class workbook</i> <i>PowerPoints on MS Teams</i></p> <p><i>Assessment:</i> <i>Theory test</i></p>
<p>Spring 1 2021</p>	<p>UNIT 3: The Beatles</p> <ul style="list-style-type: none"> • Who were The Beatles and what are the main features of their music? • How have The Beatles influenced popular music since the 1960s? • What are the musical features of a ballad? • Can you perform a chosen Beatles song on the keyboards? 	<p><i>Supporting materials:</i> <i>Class workbook</i> <i>PowerPoints on MS Teams</i> <i>Keyboards</i> https://www.beatlesbible.com <i>YouTube demonstration videos</i></p> <p><i>Assessment:</i> 1) <i>Performance of a chosen Beatles song</i> 2) <i>Listening test on the music of The Beatles</i></p>
<p>Spring 2 2021</p>	<p>UNIT 4: Composing a pop song</p> <ul style="list-style-type: none"> • What are hooks and riffs? • What are the main musical features of popular music? • How do you use structure, repetition and contrast in popular music? • How do you write effective lyrics to fit a melody? 	<p><i>Supporting materials:</i> <i>Class workbook</i> <i>PowerPoints on MS Teams</i></p> <p><i>Assessment:</i> 1) <i>Pop song composition</i> 2) <i>Listening test on pop music</i></p>

Music

<p>Summer 1 2021</p>	<p>UNIT 5: Singing techniques</p> <ul style="list-style-type: none">• How do you breathe correctly when singing?• How do you sing smoothly and with articulation?• How do you show good stage presence during a vocal performance?• Can you learn a song for the Halliford song contest?	<p><i>Supporting materials:</i> <i>Class workbook</i> <i>PowerPoints on MS Teams</i> <i>Song recordings</i> <i>YouTube demonstration videos</i></p> <p><i>Assessment:</i> <i>1) Group singing performance of a chosen song</i> <i>2) Singing techniques leaflet</i></p>
<p>Summer 2 2021</p>	<p>UNIT 6: The Classical Era</p> <ul style="list-style-type: none">• When was the Classical era?• Who were the main composers during the Classical era?• What were the main musical features of Classical music?• What structural devices were used in the Classical era?	<p><i>Supporting materials:</i> <i>Class workbook</i> <i>PowerPoints on MS Teams</i> https://www.classicfm.com/discover-music/periods-genres/classical/classical-music-beginners-guide/</p> <p><i>Assessment:</i> <i>1) Classical era test</i> <i>2) End of year exam</i></p>

Physical Education

<p>Physical education is possibly the curriculum area most affected by Coronavirus (Covid-19). Practical areas for the first half term will take place within a sport's National governing body guidelines adapting some of the delivery. I.E. contact is reduced in rugby.</p>		
<p>Autumn 1 2020</p>	<p>Rugby:</p> <ul style="list-style-type: none"> • Development of core skills • Tackling in small sided games • Live rucking • Focus and tactic & strategy 	<p><i>Supporting materials/ websites:</i> BBC Sport, RFU, FA, ECB UK Athletics</p> <p><i>Assessment:</i> Formative Summative Peer</p>
<p>Autumn 2 2020</p>	<p>Basketball:</p> <ul style="list-style-type: none"> • skill progression based on re-cap but faster development • strategy for use of dribble, pass and shot selection - small sided attack heavy games 	<p><i>Supporting materials:</i> See above</p> <p><i>Assessment essay:</i> See above</p>
<p>Spring 1 2021</p>	<p>Cross-country:</p> <ul style="list-style-type: none"> • Heart rate monitoring • Pacing and strategy • Timed route running • Paired route running • Distance developed from Yr7. 	<p><i>Supporting materials:</i> See above</p> <p><i>Assessment essay:</i> See above</p>
<p>Spring 2 2021</p>	<p>Badminton:</p> <ul style="list-style-type: none"> • Introduction to court and how to set up net • Rule introduction • Grip • Basic rally • Introduction to overhead clear, drop shot and net shot. • - King of the court 	<p><i>Supporting materials:</i> See above</p> <p><i>Assessment:</i> See above</p>
<p>Summer 2021</p>	<p>Throughout the Summer term athletics takes place. Two events are looked at in each lesson from a selection of throwing, jumping and track.</p> <p>Throwing events: safety measures, grip and stance, low to high, trajectory, power and control, rules.</p> <p>Jumping events: safety, run up, take off, body position, landing, power and control.</p> <p>Track: safety, pacing, starts, phases, technique, breathing, psychological aspects.</p>	<p><i>Supporting materials:</i> See above</p> <p><i>Assessment:</i> As the boys go through the years the input and technical language used is developed and peer assessment and feedback becomes more prominent as the boys become more independent with their learning. Times, distances and heights are regularly recorded and the emphasis is on personal development.</p>

Physics

<p>Autumn 1 2020</p>	<p>Voltage, Resistance and Current 2.1 Describing electric circuits 2.2 Understanding energy in circuits 2.3 Explaining resistance 2.4 Describing series and parallel circuits 2.5 Comparing series and parallel circuits 2.6 Investigating static charge 2.7 Explaining static charge 2.8 Understanding electric fields</p>	<p>Textbook: Collins AQA KS3 Science Student BOOK 1 – CHAPTER 2 ELECTROMAGNETS Doodle Twig BBC Bitesize Revision book Assessment: Practical Assessment Unit/half term test</p>
<p>Autumn 2 2020</p>	<p>Sound and Light 4.1 Exploring sound 4.2 Describing sound 4.3 Hearing sounds 4.4 Understanding how sound travels through materials 4.5 Learning about the reflection and absorption of sound</p>	<p>Textbook: Collins AQA KS3 Science Student BOOK 1 – CHAPTER 4 WAVES Doodle Twig BBC Bitesize Revision book Assessment: Practical Assessment Unit/half term test</p>
<p>Spring 1 2021</p>	<p>4.6 Exploring properties of light 4.7 Exploring reflection 4.8 Exploring refraction 4.9 Seeing clearly 4.10 Exploring coloured light</p>	<p>Textbook: Collins AQA KS3 Science Student BOOK 2 – CHAPTER 3 ENERGY Doodle Twig BBC Bitesize Revision book Assessment: Practical Assessment Unit/half term test</p>
<p>Spring 2 2021</p>	<p>Work, Heating and Cooling 3.1 Doing work 3.2 Making work easier 3.3 Explaining thermal energy 3.4 Heating 3.5 How to stop energy from travelling 3.6 Energy and temperature Contact Forces and</p>	<p>Textbook: Collins AQA KS3 Science Student BOOK 2 – CHAPTER 1 FORCES Doodle Twig BBC Bitesize Revision book Assessment: Practical Assessment Unit/half term test</p>

Physics

Summer 1 2021	Electromagnets and Magnetism 2.1 Forces and fields 2.2 Using ideas about fields 2.3 Investigating electromagnetism 2.4 Using electromagnets 2.5 Investigating strength of electromagnets	Textbook: Collins AQA KS3 Science Student BOOK 2 – CHAPTER 2 ELECTROMAGNETS Doddle Twig BBC Bitesize Revision book Assessment: Practical Assessment Unit/half term test
Summer 2 2021	Exam Developing Practical Skills: <ul style="list-style-type: none">• Experimental skills, understanding variables and writing methods• Planning experiments and writing risk assessments• Graph Drawing skills• Analysing data• Evaluating data and drawing conclusions	Textbook: Collins AQA KS3 Science Student BOOK 2 – CHAPTER 4 WAVES Doddle Twig BBC Bitesize Revision book Assessment: End of year exam

Religious Studies

<p>Autumn 2020</p>	<p>Jesus The King of The Jews</p> <ul style="list-style-type: none"> • The Romans in Judea • The Land where Jesus Lived • Jesus as a Boy • John the Baptist • Jesus and His Disciples • Jesus the Teacher • Jairus' Daughter • The Storm on the Lake • The Boy who helped Jesus • The Parable of the Good Samaritan • The Parable of the Prodigal Son • The Widow's Mite • The Transfiguration • Jesus arrives in Jerusalem • Good Friday (1) • Good Friday (2) • The Resurrection 	<p><i>Supporting materials/ websites:</i> New Testament Living Faiths</p> <p><i>Assessment:</i> End of unit assessment (1,2,3,4 mark questions with a longer 12 mark question at the end) Written format</p>
<p>Spring 2021</p>	<p>World Religions: Sikhism</p> <ul style="list-style-type: none"> • Introduction to Sikhism • Who was Guru Nanak? • The Life of The Guru • What are the 5ks? • 5ks reflection • Sikh Festival: Vaisakhi • Sikh Festival Diwali • The Guru Granth Sahib • The 10 Gurus • The Gurdwara (1) • The Gurdwara (2) 	<p><i>Supporting materials:</i> Sikhism Living Faiths</p> <p><i>Assessment essay:</i> End of unit assessment (1,2,3,4 mark questions with a longer 12 mark question at the end) Written format</p>
<p>Summer 2021</p>	<p>World Religions: People and Gods</p> <ul style="list-style-type: none"> • What is Buddhism? • Shiva, Lord of The Dance • Nanak the Guru • Confucius the Teacher • The Mormons • The Eskimo Goddess • The God of Warriors • The Goddess of The Sun 	<p><i>Supporting materials:</i> People and Gods Booklet</p> <p><i>Assessment:</i> End of Year examination incorporating Term 1, Term 2 and Term 3 work</p>

Spanish

<p>Autumn 1 2020</p>	<p>Module 4 Mi familia y mis amigos</p> <p>Unit 1: Describing your family using possessive adjectives Unit 2: Describing your hair and eye colour using “ser” and “tener” Unit 3: Saying what other people look like using the third person of the verb</p>	<p><i>Supporting materials:</i> ¡Viva! Libro 1, www.languagesonline.org.uk, www.classtools.net, www.Edpuzzle.com, www.wordreference.com</p> <p><i>Assessment:</i> Continuous evaluation throughout Module 4 covering all 4 language based skills.</p>
<p>Autumn 2 2020</p>	<p>Module 4 En casa</p> <p>Unit 4: Describing where you live (house) with “estar” Unit 5: Reading about Cadiz’s carnival and dictionary skills Unit 6: Planning and giving a presentation</p>	<p><i>Supporting materials:</i> ¡Viva! Libro 1, www.languagesonline.org.uk, www.classtools.net, www.Edpuzzle.com, www.wordreference.com</p> <p><i>Assessment:</i> An end of Module 4 test covering all 4 language based skills.</p>
<p>Spring 1 2021</p>	<p>Module 5 Mi ciudad</p> <p>Unit 1: Describing your town or village using quantifiers and indeterminate adjectives Unit 2: Telling the time Unit 3: Ordering in a café with the verb “querer”</p>	<p><i>Supporting materials:</i> ¡Viva! Libro 1, www.languagesonline.org.uk, www.classtools.net, www.Edpuzzle.com, www.wordreference.com</p> <p><i>Assessment:</i> Continuous evaluation throughout Module 5 covering all 4 language based skills.</p>
<p>Spring 2 2021</p>	<p>Module 5 Mi ciudad</p> <p>Unit 4: Saying what you are going to do at the weekend in the immediate future tense Unit 5: Understanding people describing their town Unit 6: Using two tenses together</p>	<p><i>Supporting materials:</i> ¡Viva! Libro 1, www.languagesonline.org.uk, www.classtools.net, www.Edpuzzle.com, www.wordreference.com</p> <p><i>Assessment:</i> An end of Module 5 test covering all 4 language based skills.</p>

Spanish

Summer 1 2021	General revision of Modules 4 – 5	<i>Supporting materials:</i> <i>¡Viva! Libro 1,</i> www.languagesonline.org.uk , www.classtools.net , www.Edpuzzle.com , www.wordreference.com Revision Guide <i>Assessment:</i> No assessment
Summer 2 2021	End of Year 8 examination of Modules 4-5	<i>Supporting materials:</i> <i>¡Viva! Libro 1,</i> www.languagesonline.org.uk , www.classtools.net , www.Edpuzzle.com , www.wordreference.com <i>Assessment:</i> End of year examination