

Year 8
Curriculum Guide
2025-2026



Halliford
School
SHEPPERTON



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 three lessons of Games per week.

<p>Autumn</p> <p>1</p> <p>2025</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></p> <p>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 using a range of techniques, media and materials. Analysis and evaluation of work.
<p>Autumn</p> <p>2</p> <p>2025</p>	<p>Students will continue to work on their Patterns in Nature.</p>	<p><i>Supporting materials:</i></p> <p>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 using a range of techniques, media and materials. Analysis and evaluation of work.
<p>Spring</p> <p>1</p> <p>2026</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></p> <p>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 using a range of techniques, media and materials. Analysis and evaluation of work.

Art cont.

Spring 2 2026	Students will continue to work on their Totem Poles.	<i>Supporting materials:</i> Art Assignments folder on Microsoft Teams. <i>Assessment:</i> <ul style="list-style-type: none"> • Knowledge and understanding of art, craft & design, including major movements. • Investigating and using a range of techniques, media and materials. • Analysis and evaluation of work.
Summer 1 2026	Graphic Design – Seeing Sounds Students will: <ul style="list-style-type: none"> • realise that the development of ideas towards a final resolution is as important as the final design • explore and understand the purpose of poster design, in response to the needs and requirements of others • learn the history and use of signs and symbols, and use them appropriately within their design ideas • extend their understanding of the importance of communicating ideas using graphics; and • build on their knowledge and experience of using essential computer design skills. 	<i>Supporting materials:</i> Art Assignments folder on Microsoft Teams. <i>Assessment:</i> <ul style="list-style-type: none"> • Knowledge and understanding of art, craft & design, including major movements. • Investigating and using a range of techniques, media and materials. • Analysis and evaluation of work.
Summer 2 2026	Revision & preparation for the End of Year Examination.	<i>Supporting materials:</i> Art Assignments folder on Microsoft Teams. <i>Assessment:</i> End of Year Examination <ul style="list-style-type: none"> • Knowledge and understanding of art, craft & design, including major movements. • Investigating and using a range of techniques, media and materials. • Analysis and evaluation of work.

Autumn 1 2025	Interdependence and Plant Reproduction 9.1 Understanding food webs 9.4 Exploring ecological balance 9.2 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	<i>Supporting materials:</i> Textbook: Collins AQA KS3 Science Student BOOK 1 CHAPTER 9 Online resources: • Twig • BBC Bitesize Revision book <i>Assessment:</i> Term test
Autumn 2 2025	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	Textbook: Collins AQA KS3 Science Student BOOK 2 Chapter 9 Online resources: • Twig • BBC Bitesize Revision book <i>Assessment:</i> Practical assessment Term test
Spring 1 2026	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 Chapter 9 Online resources: • Twig • BBC Bitesize Revision book <i>Assessment:</i> Term test
Spring 2 2026	Variation and Human Reproduction 10.0 Puberty (secondary sexual characteristics) 10.4 The female reproductive system and fertility 10.5 The male reproductive system and fertilisation 10.6 Learning how a foetus develops 10.7 Factors affecting a developing foetus 10.8 Smoking in pregnancy 10.1 Looking at variation 10.2 Exploring causes of variation 10.3 Considering the importance of variation	<i>Supporting materials:</i> Textbook: Collins AQA KS3 Science Student BOOK 1 Chapter 10 <i>Online resources:</i> • Twig • BBC Bitesize Revision book <i>Assessment:</i> Term test

Biology cont.

<p>Summer</p> <p>1</p> <p>2026</p>	<p>Evolution and Inheritance</p> <p>10.1 Explaining natural selection</p> <p>10.2 Understanding the importance of biodiversity</p> <p>10.3 Explaining extinction</p> <p>10.4 Understanding the nature of genetic material</p> <p>10.5 Exploring the role of chromosomes</p> <p>10.6 Understanding variation</p> <p>10.7 Modelling inheritance</p>	<p><i>Supporting materials:</i></p> <p>Textbook: Collins AQA KS3 Science Student BOOK 2 Chapter 10</p> <p>Online resources:</p> <ul style="list-style-type: none"> • Twig • BBC Bitesize <p>Revision book</p> <p><i>Assessment:</i></p> <p>Term test</p>
<p>Summer</p> <p>2</p> <p>2026</p>	<p>Developing Practical Skills and end of year examination</p> <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 <p>Revision techniques</p> <p>Feedback</p>	<p>Supporting material: Collins AQA KS3 Science Student Books 1 and 2</p> <p>Collins AQA KS3 Revision book</p> <p>CGP Revision guide</p> <p>Online resources:</p> <ul style="list-style-type: none"> • Twig • BBC Bitesize websites <p><i>Assessment:</i></p> <p>End of year examination</p>

Chemistry

Autumn 1 2025	Matter – The Periodic Table 5.1 Looking at the Periodic Table of elements 5.2 Exploring metals in the periodic table 5.3 Exploring non-metals in the periodic table 5.4 Analysing wider patterns within the periodic table	<i>Supporting materials:</i> Textbook: Collins AQA KS3 Science Student BOOK 2 Chapter 5 BBC Bitesize Click View KS3 revision guides <i>Assessment:</i> Homework, practicals and term test
Autumn 2 2025	Matter – Elements 5.5 Combining elements 5.6 Comparing elements and compounds 5.7 Exploring polymers	<i>Supporting materials:</i> Textbook: Collins AQA KS3 Science Student BOOK 2 Chapter 5 BBC Bitesize Click View KS3 revision guides <i>Assessment:</i> Homework, practicals and term test
Spring 1 2026	Reactions – Chemical Energy 6.1 Understanding exothermic reactions 6.2 Comparing endothermic and exothermic changes 6.3 Investigating endothermic reactions 6.4 Explaining the use of catalysts	<i>Supporting materials:</i> Textbook: Collins AQA KS3 Science Student BOOK 2 Chapter 6 BBC Bitesize Click View KS3 revision guides <i>Assessment:</i> Homework, practicals and term test Some homework time given to work on Science Fair Project

Chemistry cont.

Spring 2 2026	Reactions – Types of Reactions 6.5 Exploring combustion 6.6 Exploring the use of fuels 6.7 Understanding thermal decomposition 6.8 Explaining changes	<i>Supporting materials:</i> Textbook: Collins AQA KS3 Science Student BOOK 2 Chapter 6 BBC Bitesize Twig KS3 revision guides <i>Assessment:</i> Homework, practicals and term test Some homework time given to work on Science Fair Project
Summer 1 2026	Earth: Earth's Resources 7.5 Exploring damage to the Earth's resources 7.6 Considering the importance of recycling 7.7 How to extract metals Revision for End of Year Examination Practical skills revision: identifying variables, graphing skills and data analysis	<i>Supporting materials:</i> Textbook: Collins AQA KS3 Science Student BOOK 2 Chapter 7 BBC Bitesize Click View KS3 revision guides <i>Assessment:</i> Homework, practicals and term test
Summer 2 2026	<ul style="list-style-type: none"> • Revision for End of Year Examination • End of Year Examinations • Examination Feedback 	<i>Supporting materials:</i> Textbook 1 and 2 BBC Bitesize Click View KS3 revision guides <i>Assessment:</i> End of year examination

Computer Science

Autumn 1 2025	Introduction to the year <ul style="list-style-type: none"> • Housekeeping • Standard ways of working Presentation Project Computer Science <ul style="list-style-type: none"> • Presentation skills • Layout • Transitions • Backgrounds Scratch <ul style="list-style-type: none"> • Scrolling Background • Using foreground 	<i>Supporting Materials:</i> The online Scratch Community Online tutorials Exemplar Work Step by Step Instructions <i>Assessment:</i> Project
Autumn 2 2025	Scratch <ul style="list-style-type: none"> • Introducing randomness • Interacting Sprites • Use of sound • Framerates • Independent use 	<i>Supporting Materials:</i> Exemplar Work <i>Assessment:</i> Project Assessment
Spring 1 2026	E-Safety <ul style="list-style-type: none"> • How to evaluate online content • Personal Information • Phishing • Recognising techniques used for persuasion • Grooming • Seeking Help Robotics <ul style="list-style-type: none"> • Form and function • Building and design • Programming • Common uses • Limitations 	<i>Supporting Materials:</i> Online tutorials Exemplar Work Step by Step Instructions <i>Assessment:</i> Project Assessment
Spring 2 2026	AI <ul style="list-style-type: none"> • AI Safety • Prompt Engineering • Language Models • Bias • Fake News Databases <ul style="list-style-type: none"> • Tables • User Interfaces • Primary keys • Queries 	<i>Supporting Materials:</i> Online tutorials <i>Assessment:</i> Based on completed programs

Computer Science cont.

Summer 1 2026	Photoshop <ul style="list-style-type: none">• Layers• Colour adjustments• Adding Text• Transparency• Colour Blending• Revision• Feedback	<i>Supporting Materials:</i> Exemplar Work <i>Assessment:</i> Project Assessment
Summer 2 2026	Exam Preparation <ul style="list-style-type: none">• Review	<i>Supporting Materials:</i> Online tutorials Exemplar Work <i>Assessment:</i> Project Assessment End of Year Examination

Design & Technology

Autumn 1 2025	Salad Servers Project <ul style="list-style-type: none"> • Research • Hand Drawings • CAD (Techsoft 2D Design) • CAM (Laser Cutter) • Working with timber 	<i>Supporting materials:</i> www.technologystudent.com http://www.design-technology.org http://www.mr-dt.com <i>Assessment:</i> Focused practical task Homework / Class Booklet
Autumn 2 2025	Continue working on Salad Servers Project <ul style="list-style-type: none"> • Working with timber • Laminating timber • Finishing timber • Evaluating timber 	<i>Supporting materials:</i> www.technologystudent.com http://www.design-technology.org http://www.mr-dt.com <i>Assessment:</i> Focused practical task Homework / Class Booklet
Spring 1 2026	Pewter Casting <ul style="list-style-type: none"> • CAD/CAM skills, creating and cutting a pewter casting mould • Pewter casting process • Working with molten metal • Finishing and wasting pewter using files and abrasive papers • Using a junior hacksaw • Polishing pewter using the buffing wheel 	<i>Supporting materials:</i> www.technologystudent.com http://www.design-technology.org http://www.mr-dt.com <i>Assessment:</i> Focused practical task Homework / Class Booklet
Spring 2 2026	Pewter Casting <ul style="list-style-type: none"> • Students to continue working on their Pewter Casting Project 	<i>Supporting materials:</i> www.technologystudent.com http://www.design-technology.org http://www.mr-dt.com <i>Assessment:</i> Focused practical task Homework / Class Booklet

Design & Technology cont.

Summer 1 2026	Acrylic Keyring <ul style="list-style-type: none">• Bonding acrylic• Abrading and wasting acrylic using files and wet and dry paper• Buffing and polishing acrylic using a buffing wheel• Drilling acrylic using hand drills	<i>Supporting materials:</i> www.technologystudent.com http://www.design-technology.org http://www.mr-dt.com <i>Assessment:</i> Focused practical task Homework / Class Booklet
Summer 2 2026	Revision Feedback	<i>Supporting materials:</i> www.technologystudent.com http://www.design-technology.org http://www.mr-dt.com <i>Assessment:</i> Focused practical task Homework / Class Booklet End of Year Examination

Drama

Autumn 1 2025	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: <ul style="list-style-type: none"> • Lighting • Set • Costume • Props • Characterisation • Vocal skills • Physicality • Working as part of a group This unit of work leads to the performance of the Year 8 play	Supporting materials: <i>No Fear Shakespeare</i> Assessment: Students are continually assessed and given feedback during the course of the term. Building to a final assessment performance.
Autumn 2 2025	Students will continue studying topics covered in Autumn 1. Year 8 play will perform to an audience of parents in the theatre.	Supporting materials: Assessment: Students are continually assessed and given feedback during the course of the term. Building to a final assessment performance.
Spring 1 2026	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: <ul style="list-style-type: none"> • Naturalism • Epic theatre 	Supporting materials: <i>BBC Bitesize</i> Assessment: Students are continually assessed and given feedback during the course of the term. Building to a final assessment performance.
Spring 2 2026	Students will continue to study topics covered in Spring 1. 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: <ul style="list-style-type: none"> • Naturalism • Epic theatre 	Supporting materials: <i>BBC Bitesize</i> Assessment: Students are continually assessed and given feedback during the course of the term. Building to a final assessment performance.

Drama cont.

Summer 1 2026	Building theatre workshops Students will continue to build on the basics of Drama looking in more detail at <ul style="list-style-type: none">• Characterisation• Hot seating• Physical theatre• Movement to music	<i>Supporting materials:</i> <i>In class materials will be supplied</i> <i>Assessment:</i> Students are continually assessed and given feedback during the course of the term. Building to a final assessment performance.
Summer 2 2026	Students will continue to work on topics covered in Summer 1. Students will continue to build on the basics of Drama looking in more detail at <ul style="list-style-type: none">• Characterisation• Hot seating• Physical theatre• Movement to music	<i>Supporting materials:</i> <i>In class materials will be supplied</i> <i>Assessment:</i> Students are continually assessed and given feedback during the course of the term. Building to a final assessment performance.

Autumn 1 2025	<p>Students will study <i>The Hunger Games</i> by Suzanne Collins. They will focus on the following skills:</p> <ul style="list-style-type: none"> • Explore how Collins uses language to create effective characters. • Analyse how Collins uses language and structure to convey meaning. • Identify key themes. • Understand the meaning and conventions of Dystopian Literature. 	<p><i>Supporting Materials/Wider reading:</i> <i>Catching Fire</i> <i>Mockingjay</i> <i>Sunrise Over the Reaping</i> <i>The Ballad of Songbird and Snakes</i></p> <p>Writing assessment: Students will write the opening to their own Dystopian novel.</p>
Autumn 2 2025	<p>Students will study <i>The Hunger Games</i> by Suzanne Collins. They will focus on the following skills:</p> <ul style="list-style-type: none"> • Explore how Collins uses language to create effective characters. • Analyse how Collins uses language and structure to convey meaning. • Identify key themes. • Understand the meaning and conventions of Dystopian Literature. 	<p>Reading Assessment: Essay on <i>The Hunger Games</i></p>
Spring 1 2026	<p>Students will study <i>The Tempest</i> by William Shakespeare. Students will focus on the following skills:</p> <ul style="list-style-type: none"> • Exploring the relationships between the characters. • Analyse how Shakespeare uses language and structure to convey meaning. • Identify key themes. • Explore how Shakespeare uses dramatic devices to engage the audience. • Social and historical context. 	<p><i>Supporting Materials / Extra Practice/ Website:</i> York Notes CGP Guide Summaries on YouTube Act 1 of the Tempest Summed up in 5 Minutes - YouTube</p> <p><i>Reading Assessment:</i> Essay question on a character/theme</p>
Spring 2 2026	<p><i>The Art of Rhetoric</i> Students will read and analyse a range of influential speeches. They will study the following:</p> <ul style="list-style-type: none"> • How speakers use pathos, logos and ethos to convey their views. • Students will be able to identify a wide range of rhetorical devices and use them in their own writing. • Identify how to write an effective introduction and conclusion. • Plan and write a response under timed conditions. 	<p><i>Supporting Materials / Extra Practice / Website:</i></p> <p><i>I am Malala</i> by Malala Yousafzai Rhetorical devices - Using language effectively - AQA - GCSE English Language Revision - AQA - BBC Bitesize</p> <p><i>Writing Assessment:</i> Students will write their own persuasive speech.</p>

English cont.

Summer 1 2026	The study of an anthology of Gothic Texts <ul style="list-style-type: none">• Historical context of the Gothic genre• Important writers of the genre• Gothic conventions• Literary devices, including pathetic fallacy, symbolism and personification.• Form and structure• Language and structural devices• Tone• Imagery	<i>Supporting Materials / Extra Practice / Website:</i> <u>Gothic literature guide for KS3 English students - BBC Bitesize</u> <i>Writing Assessment:</i> Imaginative writing: Write the opening to a Gothic story.
Summer 2 2026	Revision Feedback	<i>Assessment:</i> End of Year Examination.

French

Autumn 1 2025	Module 4 Ma vie de famille Point de départ Talking about animals/higher numbers Unit 1: My family Unit 2: Where I live Unit 3: Talking about breakfast	<i>Supporting materials:</i> Dynamo 1, Pearson www.languagesonline.org.uk www.classtools.net www.Edpuzzle.com www.wordreference.com <i>Assessment:</i> An end of Module 4 test covering at least 2 language-based skills.
Autumn 2 2025	Unit 4: Learning about Bastille Day Unit 5: Creating a cartoon family Assessment	<i>Supporting materials:</i> Dynamo 1, Pearson www.languagesonline.org.uk www.classtools.net www.Edpuzzle.com www.wordreference.com <i>Assessment:</i> An end of Module 4 test covering at least 2 language-based skills.
Spring 1 2026	Module 5 Point de départ Talking about places in a town Understanding prices in French Unit 1: Saying where you go at the weekend Unit 2: Inviting someone out Unit 3 ordering drinks and snacks	<i>Supporting materials:</i> Dynamo 1, Pearson www.languagesonline.org.uk www.classtools.net www.Edpuzzle.com www.wordreference.com
Spring 2 2026	Unit 4: Saying what you are going to do Unit 5: talking about plans for a special weekend Assessment	<i>Supporting materials:</i> Dynamo 1, Pearson www.languagesonline.org.uk www.classtools.net www.Edpuzzle.com www.wordreference.com <i>Assessment:</i> <i>Assessment:</i> An end of Module 5 test covering at least 2 language-based skills.

French cont.

Summer 1 2026	Module 3 Mon temps libre Point de départ Talking about weather/ sounds Unit 1: Talking about sports (+ jouer) Unit 2: Talking about activities (+ faire) Unit 3: Sport in French speaking countries Unit 4: Talking about what you like doing	<i>Supporting materials:</i> Dynamo 1, Pearson www.languagesonline.org.uk www.classtools.net www.Edpuzzle.com www.wordreference.com
Summer 2 2026	General Revision of module 3-5 End of Year 8 Examination of modules 3-5 Feedback	<i>Supporting materials:</i> Revision Guide Dynamo 1, 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

Autumn 1 2025	Changing Population Issues We will learn the importance of how the world's population changes over time, why there is a world population explosion as well as where and why population is distributed by looking at it from a global and national scale.	<i>Supporting materials:</i> Resources on OneNote pages <i>Assessment:</i> A range of assessments on key term definitions & online Educake assignments throughout the half term.
Autumn 2 2025	Changing Population Issues We will learn about how different birth rates, death rates and migration influence places, and look at ways population data is collected and presented. We will also learn about the different ways populations are being managed. This will include learning about how successful some governments' population policies have been (e.g., China's One-Child Policy).	<i>Supporting materials:</i> Resources on OneNote pages <i>Assessment:</i> A range of short quizzes on key terms, a migration essay and debating about the One Child Policy. An end of topic test , based on the whole term of work.
Spring 1 2026	Sustaining Ecosystems We will learn about what an ecosystem is, where different ones are located around the world and what their main characteristics are. We will understand how plants and animals are adapted to the climatic conditions in the Tropical Rainforest	<i>Supporting materials:</i> Lessons and resources shared with students on Microsoft Teams <i>Assessment:</i> Adaptations poster, quizzes on key term definitions and online Educake assignments
Spring 2 2026	Sustaining Tropical Rainforests Our main ecosystem case-study focuses on the Tropical Rainforest biome where we will learn how people are using them in different ways. A particular focus will be on how people can manage rainforests more sustainably.	<i>Supporting materials:</i> Lessons and resources shared with students on Microsoft Teams <i>Assessment:</i> TRF Survival Kit and an end of topic test , based on the whole term of work.

Geography cont.

Summer 1 2026	What are weather & climate and how are they changing? We will learn about the difference between weather & climate, how we measure the weather, how we forecast it using satellite images and the growing significance of climate change. We will also conduct an enquiry learning activity on 'Does Halliford School experience a microclimate'?	<i>Supporting materials:</i> Lessons and resources shared with students on Microsoft Teams <i>Assessment:</i> Online Educake assignments and a microclimate fieldwork activity.
Summer 2 2026	Revision Feedback	<i>Supporting materials:</i> Online resources shared with students through Microsoft Teams <i>Assessment:</i> End of Year Examination

Autumn 1 2025	Module 3 Freizeit <ul style="list-style-type: none"> • Give information about sports you play • Using 'gern' and 'spielen' • Discussing leisure activities • Using correct word order 	<i>Supporting materials:</i> <i>Stimmt 1 textbook</i> www.languagesonline.org.uk , www.wordreference.com <i>Assessment:</i> Regular vocabulary tests
Autumn 2 2025	Students will continue to study Module 3 Freizeit <ul style="list-style-type: none"> • Talking about mobiles and computers • Talking about actions in the future Module 4 Schule ist klasse <ul style="list-style-type: none"> • Talking about school subjects • Using 'weil' • Talking about days and times • Word order Writing about your free time	<i>Supporting materials:</i> <i>Stimmt 1 textbook</i> www.languagesonline.org.uk , www.wordreference.com <i>Assessment:</i> An end of Module test covering at least 2 language-based skills.
Spring 1 2026	<ul style="list-style-type: none"> • Describing teachers • Saying his/hers • School rules • Prepositions (in, auf, neben, an) 	<i>Supporting materials:</i> <i>Stimmt 1 textbook</i> www.languagesonline.org.uk , www.wordreference.com <i>Assessment:</i> Regular vocabulary tests
Spring 2 2026	Module 5 In my town <ul style="list-style-type: none"> • Saying what there is/isn't in a town • Saying what souvenirs you want to buy • Saying what you would like to have 	<i>Supporting materials:</i> <i>Stimmt 1 textbook</i> www.languagesonline.org.uk , www.wordreference.com <i>Assessment:</i> An end of Module test covering at least 2 language-based skills.

German cont.

Summer 1 2026	<ul style="list-style-type: none">• Buying snacks• Talking about holiday plans• Using “werden” for the future tense Revision of modules 3-5 Exam techniques	<i>Supporting materials:</i> <i>Stimmt 1 textbook</i> www.languagesonline.org.uk , www.wordreference.com <i>Assessment:</i> <i>None</i>
Summer 2 2026	End of Year 8 Examination of modules 3-5 Revision Feedback	<i>Supporting materials:</i> Revision Guide <i>Stimmt 1 textbook</i> www.languagesonline.org.uk , www.wordreference.com <i>Assessment:</i> End of year examination

Autumn 1 2025	The development of the Tudor state <ul style="list-style-type: none"> What was England like in the 1500s? Who were the Tudor monarchs? Why did people argue about religion? Henry VIII's 'Great Matter' <ul style="list-style-type: none"> The Break from Rome Motivations Short term consequences The Dissolution of the Monasteries Religious changes under Edward VI and Mary 	Supporting materials: <i>Rediscovering The Making of the UK</i> – Colin Shepherd All lesson resources on OneNote Assessment No formal assessment in this half term; ongoing assessment of classwork and homework
Autumn 2 2025	The development of the Tudor state (cont.) <ul style="list-style-type: none"> Was Elizabeth I a successful Queen? <ul style="list-style-type: none"> Religion Marriage Image Plots The Spanish Armada What was it like to live in Tudor England? 	Supporting materials: <i>Rediscovering The Making of the UK</i> – Colin Shepherd All lesson resources on OneNote Assessment essay: An obituary for Elizabeth: What were the secrets of Elizabeth's success?
Spring 1 2026	The English Civil War and its aftermath <ul style="list-style-type: none"> Background to the Civil War <ul style="list-style-type: none"> James I and the divine right of kings Gunpowder Plot What caused the English Civil War? <ul style="list-style-type: none"> The struggle between King and Parliament Religious unrest Roundheads v Cavaliers Reasons for the defeat of Charles I Why did the English execute their king? <ul style="list-style-type: none"> The role of Cromwell Interpretations of the Civil War The Trial of Charles I 	Supporting materials: <i>SHP History Year 8</i> - Chris Culpin and Ian Dawson <i>Rediscovering The Making of the UK</i> – Colin Shepherd All lesson resources on OneNote Assessment essay: Interpretation: did Charles I deserve to be executed?
Spring 2 2026	The English Civil War and its aftermath <ul style="list-style-type: none"> Why was the monarchy restored and then limited? <ul style="list-style-type: none"> Cromwell and the Commonwealth Charles II The Great Fire of London The Glorious Revolution How 'modern' was England by 1789? The transatlantic slave trade <ul style="list-style-type: none"> What was it like to be involved in the slave trade? <ul style="list-style-type: none"> African kingdoms before slavery Case study: Liverpool The slave triangle The Middle Passage Life on the plantations 	Supporting materials: <i>SHP History Year 8</i> - Chris Culpin and Ian Dawson The transatlantic slave trade - KS3 History - BBC Bitesize All lesson resources on OneNote Assessment: Write a speech in favour of abolishing the slave trade

History cont.

Summer 1 2026	The transatlantic slave trade <ul style="list-style-type: none">• Why was the slave trade abolished?• Continuation of slavery beyond 1807	<i>Supporting materials:</i> <i>SHP History Year 8-</i> Chris Culpin and Ian Dawson All lesson resources on OneNote
Summer 2 2026	Preparation for and feedback on end of year examinations	<i>Supporting materials:</i> <i>SHP History Year 8-</i> Chris Culpin and Ian Dawson The Victorians - The Victorians - KS3 History - BBC Bitesize <i>Assessment:</i> End of year examination

Autumn 1 2025	De Romanis Chapter 3 and 4: Favour and Punishment <ul style="list-style-type: none"> • Complete Chapter 3 • Sources and content • Vocabulary 4 • Imperfect tense, sum and possum • Fero, volo and nolo • Direct questions 	<i>Supporting materials:</i> The Textbook De Romanis companion site <i>Assessment:</i> Various vocabulary tests and translations (both Latin into English and English into Latin). These will take the form of some peer marked and formal assessments. Boys will be given warning of them.
Autumn 2 2025	De Romanis Chapter 4: Favour and Punishment <ul style="list-style-type: none"> • Genitive and Dative Cases • Noun stems and Declensions • Adjective stems • Verbs that take the dative 	<i>Supporting materials:</i> The Textbook De Romanis companion site <i>Assessment:</i> Various vocabulary tests and translations (both Latin into English and English into Latin). These will take the form of some peer marked and formal assessments. Boys will be given warning of them.
Spring 1 2026	De Romanis Chapter 5: Festivals, Games and Shows <ul style="list-style-type: none"> • Sources and content • Vocabulary 5 • Present tense, sum, possum and eo • Adsum and absum • Fero, volo and nolo – present 	<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). These will take the form of some peer marked and formal assessments. Boys will be given warning of them.
Spring 2 2026	De Romanis Chapter 5: Festivals, Games and Shows <ul style="list-style-type: none"> • Present tense 1 and 2 conjugation verbs • Present tense 3rd and 4th conjugation verbs 	<i>Supporting materials:</i> The Textbook De Romanis companion site <i>Assessment:</i> Various vocabulary tests and translations (both Latin into English and English into Latin). These will take the form of some peer marked and formal assessments. Boys will be given warning of them.

Latin cont.

Summer 1 2026	De Romanis Chapter 5: Festivals, Games and Shows <ul style="list-style-type: none">• Present participles• Fero, volo and nolo – present	<i>Supporting materials:</i> The Textbook De Romanis companion site <i>Assessment:</i> Various vocabulary tests and translations (both Latin into English and English into Latin). These will take the form of some peer marked and formal assessments. Boys will be given warning of them.
Summer 2 2026	De Romanis Chapter 4 and 5 Revision All Grammar All Vocabulary	<i>Supporting materials:</i> The Textbook De Romanis companion site <i>Assessment:</i> End of year examination. Various vocabulary tests and translations (both Latin into English and English into Latin). These will take the form of some peer marked and formal assessments. Boys will be given warning of them.

<p>Autumn 1 2025</p>	<p>Number</p> <ol style="list-style-type: none"> 1. to carry out multiplications and divisions involving negative numbers 2. to list factors, multiples and prime factors 3. to understand and use highest common factors 4. to understand and use lowest common multiples 5. to know and use powers and roots 6. to understand and use the notation for indices e.g., 3^4 means $3 \times 3 \times 3 \times 3$. 7. Understand the use of base number and power/index 8. to understand and be able to use the basic laws of indices (multiplication, division, powers of powers) 9. to be able to identify the prime factors of any integer and write the integer as a product of its prime factors 10. to calculate HCFs and LCMs using prime factors to be able to use and apply number skills in a real-life situation <p>Angles</p> <ol style="list-style-type: none"> 1. to calculate angles in parallel lines 2. to know the geometric properties of quadrilaterals 3. to construct the mid-point and perpendicular bisector of a line 4. to construct a perpendicular to a line from or at a given point to complete more complex construction and produce a set of instructions <p>Probability</p> <ol style="list-style-type: none"> 1. to recognise mutually exclusive outcomes and exhaustive outcomes 2. to represent a chance on a probability scale 3. to use a sample space to calculate probability 4. to use relative frequency to estimate probabilities 	<p><i>Supporting materials:</i> Collins online textbook BoardWorks Dr Frost</p> <p><i>Assessment:</i> Homework and unit tests</p>
<p>Autumn 2 2025</p>	<p>Percentages</p> <ol style="list-style-type: none"> 1. to write one quantity as a percentage or a fraction of another quantity 2. to use a multiplier to calculate a percentage change 3. to work out a change in value as a percentage increase or decrease 4. to apply percentages when analysing a real-life situation 5. extension – reverse percentages <p>Congruence</p> <ol style="list-style-type: none"> 1. to recognise congruent shapes 2. to know the conditions for recognising congruent triangles 3. to solve geometric problems using the rules of congruency including a full three-point proof, reasons (e.g. $AB = PQ$ (given)) and final statement incl. reason (e.g. RHS) <p>Volume and surface area</p> <ol style="list-style-type: none"> 1. to convert between metric units for area and for volume 2. to calculate the surface area of a prism 3. to calculate the volume of a prism 4. to apply knowledge of area and work systematically to solve a problem 	<p><i>Supporting materials:</i> Collins online textbook BoardWorks Dr Frost</p> <p><i>Assessment:</i> 2 Period Test November test results will determine sets for next term</p>

Mathematics cont.

<p>Autumn</p> <p>2</p> <p>2025</p> <p>cont.</p>	<p>Graphs</p> <ol style="list-style-type: none"> Plotting any straight-line graph including of types $y = mx + c$ and $ax + by = c$ to know the gradient of a line from its linear equation to establish the equation of a line given in the form $y = mx + c$ from its graph. to recognise and draw graphs of quadratic functions to read off values from graphs <i>e.g. find where $x^2 + x = 5$ using the graphs $y = x^2 + x$ and the line $y = 5$</i> <p>to draw graphs from real-life situations to show the relationship between two variables</p>	<p><i>Supporting materials:</i> Collins online textbook BoardWorks Dr Frost</p> <p><i>Assessment:</i> 2 Period Test</p> <p>November test results will determine sets for next term</p>
<p>Spring</p> <p>1</p> <p>2026</p>	<p>Number 2</p> <ol style="list-style-type: none"> to multiply and divide by negative powers of 10 to round to a specific number of significant figures to write a large number in standard form to multiply with numbers in standard form. to apply standard form to solve a problem in a real-life context <p>Data</p> <ol style="list-style-type: none"> to interpret different charts seen in the media to read scatter graphs to interpret correlation to construct scatter graphs and use a line of best fit to describe data trends to use and apply data handling skills in a real-life context <p>Algebra</p> <ol style="list-style-type: none"> to simplify algebraic expressions involving the four operations of arithmetic to simplify expressions by collecting up like terms to multiply out brackets in an expression to identify and manipulate algebraic expressions to write algebraic expressions involving powers to use and apply algebraic manipulation skills in a range of contexts <p>Shape and ratio</p> <ol style="list-style-type: none"> to use ratio to compare lengths, areas and volumes of 2D and 3D shapes to enlarge a 2D shape by a scale factor incl. fractional to be able to read and use map scales efficiently to use and apply skills and knowledge of area, ratio and data handling in a real-life context 	<p><i>Supporting materials:</i> Collins online textbook BoardWorks Dr Frost</p> <p><i>Assessment:</i> Homework and unit tests</p>

Mathematics cont.

<p>Spring</p> <p>2</p> <p>2026</p>	<p>Fractions</p> <ol style="list-style-type: none"> to add and subtract fractions and mixed numbers to multiply a fraction or a mixed number by an integer, a fraction or a mixed number to divide a fraction or a mixed number by an integer to understand what is meant by a reciprocal to divide an integer or a mixed number by a fraction <p>Equations</p> <ol style="list-style-type: none"> to solve equations involving brackets to solve equations where the answers are fractions or negative numbers to solve equations with the unknown on both sides to solve equations with fractions and fractional coefficients to solve simple equations involving squares to change the subject of a formula, including formulae involving squares. to be able to make links between graphical and algebraic representations to solve equations 	<p><i>Supporting materials:</i></p> <p>Collins online textbook BoardWorks Dr Frost</p> <p><i>Assessment:</i></p> <p>2 period TEST</p>
<p>Summer</p> <p>1</p> <p>2026</p>	<p>Proportion</p> <ol style="list-style-type: none"> to know what is meant by direct proportion to find missing values in problems involving proportion to represent direct proportion graphically and algebraically to use graphical and algebraic representations of inverse proportion (not necessary for set 3) to recognise direct and inverse proportion and work out missing values <p>to apply knowledge of proportion to a real-life situation</p> <p>Circles</p> <ol style="list-style-type: none"> to know the definition of a circle and be able to name the parts of a circle to establish the relationship between the circumference and diameter of a circle to calculate the circumference of a circle to calculate the area of a circle <p>to use and apply knowledge of number and circles to solve multi-step problems in real-life contexts</p> <p>Data 2</p> <ol style="list-style-type: none"> to create a grouped frequency table from raw data to draw a frequency diagram from a grouped frequency table to interpret frequency diagrams to construct and interpret a stem and leaf diagram to construct and interpret a back-to-back stem and leaf diagram to be able to compare data from two sources to recognise when a statistical chart may be misleading To be able to interpret and present data in order to make valid comparisons 	<p><i>Supporting materials:</i></p> <p>Collins online textbook BoardWorks Dr Frost</p> <p><i>Assessment:</i></p> <p>Homework and unit tests</p>

Mathematics cont.

Summer 2 2026	<ul style="list-style-type: none">• Revision• Examination review• Feedback	<i>Supporting materials:</i> Collins online textbook BoardWorks Dr Frost <i>Assessment:</i> End of Year Examination Two 1.5hr examinations – Results will determine Yr 9 set
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Autumn 1 2025	UNIT 1: The Blues <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? 	<i>Supporting materials:</i> Class workbook - OneNote PowerPoints on MS Teams YouTube demonstration videos <i>Assessment:</i> 1) Blues performance 2) Listening test on Blues music
Autumn 2 2025	UNIT 2: Extended singing techniques <ul style="list-style-type: none"> How do you create vibrato? How do you sing in vocal harmonies? How do you show good stage presence during a vocal performance? Performance of song in Halliford Song contest 	<i>Supporting materials:</i> Class workbook - OneNote PowerPoints on MS Teams Song recordings YouTube demonstration videos <i>Assessment:</i> Group singing performance of a chosen song (Song contest)
Spring 1 2026	UNIT 3: Understanding harmony <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? 	<i>Supporting materials:</i> Class workbook - OneNote PowerPoints on MS Teams <i>Assessment:</i> Theory test
Spring 2 2026	UNIT 4: Composing a pop song <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? 	<i>Supporting materials:</i> Class workbook - OneNote PowerPoints on MS Teams <i>Assessment:</i> Pop song composition
Summer 1 2026	UNIT 5: The Beatles <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? 	<i>Supporting materials:</i> Class workbook - OneNote PowerPoints on MS Teams Keyboards https://www.beatlesbible.com YouTube demonstration videos <i>Assessment:</i> Performance of a chosen Beatles song
Summer 2 2026	Revision Feedback from examination	<i>Supporting materials:</i> Class workbooks - OneNote PowerPoints on MS Teams Revision guide <i>Assessment:</i> End of year examination

Physical Education

Autumn 1 2025	Badminton: <ul style="list-style-type: none"> • Introduction to court, doubles and singles court markings • Ready position reinforced between shots • Key rules and scoring • Grip – forehand and backhand • Basic rally • Introduction to overhead clear, drop shot, net shot, smash • Types of forehand and backhand service – low and high 	<i>Supporting materials/ websites:</i> BBC Sport, Badminton England, YouTube <i>Assessment:</i> Formative Summative Peer
Autumn 2 2025	Cross-country: <ul style="list-style-type: none"> • Heart rate monitoring • Pacing and strategy • Timed route running • Paired route running • Distance developed from progressions from Yr 7. 	<i>Supporting materials/ websites:</i> BBC Sport, UK Athletics <i>Assessment:</i> Formative Summative Peer
Spring 1 2026	Basketball: <ul style="list-style-type: none"> • Core skills focus: • Dribbling • Passing – Chest and bounce pass • Shooting – Set, jump, layup • Basic man-to-man defence concept 	<i>Supporting materials/ websites:</i> BBC Sport, England Basketball <i>Assessment:</i> Formative Summative Peer
Spring 2 2026	Volleyball: <ul style="list-style-type: none"> • Rule introduction • Focus on key shots, dig, set and spike • Service – Underarm and Over arm • Use of a block • Tactical play, using three touches as a team, trying to play in the sequence of dig, set spike • Play to space when rallying 	<i>Supporting materials/ websites:</i> BBC Sport, England Volleyball <i>Assessment:</i> Formative Summative Peer

Physical Education cont.

Summer 1 2026	<p>Throughout the Summer term 1 and 2 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> BBC Sport, UK Athletics</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 become 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>
Summer 2 2026	<p>Students continue to partake in Athletic events as per Summer 1.</p> <p>Sports Day</p>	

Physics

Autumn 1 2025	<u>Sound and Light</u> 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	<i>Supporting Material:</i> Textbook: Collins AQA KS3 Science Student BOOK 1 – CHAPTER 4 WAVES Twig, BBC Bitesize websites Revision Guide <i>Assessment:</i> Half termly assessment
Autumn 2 2025	4.6 Exploring properties of light 4.7 Exploring reflection 4.8 Exploring refraction 4.9 Seeing clearly 4.10 Exploring coloured light	<i>Supporting Material:</i> Textbook: Collins AQA KS3 Science Student BOOK 1 – CHAPTER 4 WAVES Twig, BBC Bitesize websites Revision Guide <i>Assessment:</i> Unit test
Spring 1 2026	<u>Voltage, Resistance and Current</u> 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	Textbook: Collins AQA KS3 Science Student BOOK 1 – CHAPTER 2 ELECTROMAGNETS Twig, BBC Bitesize websites Revision Guide <i>Assessment:</i> Practical assessment
Spring 2 2026	<u>Work done and Heating and Cooling</u> 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	Textbook: Collins AQA KS3 Science Student BOOK 2 – CHAPTER 3 ENERGY Twig, BBC Bitesize websites Revision Guide <i>Assessment:</i> Unit test

Physics cont.

Summer 1 2026	<u>Contact forces and Pressure</u> 1.1 Analysing equilibrium 1.2 Drag 1.3 Understanding stretch and compression 1.4 Investigating Hooke's Law 1.5 Exploring pressure on a solid surface 1.6 Exploring pressure in a fluid 1.7 Calculating pressure 1.8 Explaining sinking and floating	Textbook: Collins AQA KS3 Science Student BOOK 2 – CHAPTER 1 FORCES Twig, BBC Bitesize websites Revision Guide <i>Assessment:</i> Unit test
Summer 2 2026	Developing Practical Skills and Examination Review of the Scientific Method skills and vocabulary Revision techniques Final Examination and Feedback	Textbook: Collins AQA KS3 Science Student BOOKS 1 and 2 Revision guides and websites <i>Assessment:</i> End of year examination

<p>Autumn</p> <p>1</p> <p>2025</p>	<p><u>Emotional Wellbeing</u></p> <p>Students will explore the topic of mental health and emotional wellbeing, including body image and coping strategies.</p> <p>Students learn:</p> <ul style="list-style-type: none"> • about attitudes towards mental health • how to challenge misconceptions stigma about daily wellbeing • how to manage emotions • how to develop digital resilience about unhealthy coping strategies (e.g. self-harm and eating disorders) about healthy coping 	<p><i>Additional Resources:</i></p> <p>YoungMinds Mental Health Charity For Children And Young People YoungMinds</p> <p>Resources Teen Mental Health</p> <p>Mental health for children, teenagers and young adults - NHS</p>
<p>Autumn</p> <p>2</p> <p>2025</p>	<p><u>Digital literacy and finance</u></p> <p>This unit helps students build essential digital literacy skills, with a focus on staying safe online, protecting financial information, and understanding media content. Drawing on resources from the British Board of Film Classification (BBFC), students will explore how to make informed choices about the content they consume and how to stay secure in an increasingly digital world. We also use a resource from the CyberFirst Navigators programme by the National Cyber Security Centre (NCSC), students will explore real-world risks and learn practical strategies to stay secure in the digital world.</p> <p>Students learn:</p> <ul style="list-style-type: none"> • about online communication • how to use social networking sites safely • how to recognise online grooming in different forms, e.g. in relation to sexual or financial exploitation, extremism and radicalisation • how to respond and seek support in cases of online grooming • how to recognise biased or misleading information online • how to critically assess different media sources • how to distinguish between content which is publicly and privately shared about age restrictions when accessing different forms of media • how to make responsible decisions • how to protect financial security online • how to assess and manage risks in relation to gambling and chance-based transactions 	<p><i>Additional Resources:</i></p> <p>Age ratings and film classification BBFC</p> <p>National Cyber Security Centre - NCSC.GOV.UK</p> <p>LifeSkills Developing work and life skills</p>

<p>Spring</p> <p>1</p> <p>2026</p>	<p><u>Drug and alcohol education</u></p> <p>In today's rapidly evolving social landscape, young people are increasingly exposed to complex messages about substance use, from peer influence and media portrayals to the accessibility of both legal and illegal substances. This unit aims to equip students with the knowledge, critical thinking skills, and emotional awareness necessary to navigate these pressures with confidence and integrity. Through a balanced exploration of medicinal and recreational drugs, including the rising concerns around energy drink consumption, students will develop a nuanced understanding of habit formation, dependence, and the safe use of substances. By fostering open dialogue and promoting positive social norms, this curriculum empowers students to make informed choices, resist harmful influences, and contribute to a culture of respect and wellbeing within their school and wider community.</p> <p>Students learn:</p> <ul style="list-style-type: none"> • about medicinal and recreational drugs about the over-consumption of energy drinks • about the relationship between habit and dependence • how to use over the counter and prescription medications safely • how to assess the risks of alcohol, tobacco, nicotine and e-cigarettes • how to manage influences in relation to substance use • how to recognise and promote positive social norms and attitudes 	<p><i>Additional Resources:</i></p> <p>Children and drugs NSPCC</p> <p>What You Need to Know About Drugs (for Kids) Nemours KidsHealth</p> <p>Drugs and Alcohol Support For Young People YoungMinds</p>
<p>Spring</p> <p>2</p> <p>2026</p>	<p><u>Identity and relationships</u></p> <p>In this unit, students will explore the concept of identity and how it influences the way we form and maintain relationships. Through a series of age-appropriate lessons, students will examine the importance of respect, empathy, and communication in all types of relationships, including friendships, family, and romantic contexts. A key focus will be on introducing the concept of consent—what it means, why it matters, and how it applies to everyday interactions. Students will learn that consent must be freely given, informed, enthusiastic, and reversible, and they will be encouraged to reflect on their own boundaries and how to respect those of others. The unit will use discussion, role-play, and scenario-based learning to build confidence and understanding in navigating relationships safely and respectfully.</p> <p>Students learn:</p> <ul style="list-style-type: none"> • the qualities of positive, healthy relationships • how to demonstrate positive behaviours in healthy relationships • about gender identity and sexual orientation • about forming new partnerships and developing relationships • about the law in relation to consent • that the legal and moral duty is with the seeker of consent • how to effectively communicate • about consent in relationships • about the risks of 'sexting' and how to manage requests or pressure to send an image • about basic forms of contraception, e.g. condom and pill 	<p><i>Additional Resources:</i></p> <p>Online Identity Childnet</p> <p>Online safety: Self-image and Identity</p> <p>Identity The Children's Society</p>

<p>Summer</p> <p>1</p> <p>2026</p>	<p><u>Identity and relationships</u></p> <p>Building on last half term's exploration, this unit deepens students' understanding of healthy relationships and personal responsibility. It covers the qualities of positive partnerships, effective communication, and the legal and moral dimensions of consent. Students will also learn how to navigate peer pressure, manage requests such as sexting, and understand basic contraception methods like the condom and pill—equipping them with the knowledge to make informed, respectful choices.</p> <p>Students learn:</p> <ul style="list-style-type: none"> • the qualities of positive, healthy relationships • how to demonstrate positive behaviours in healthy relationships • about gender identity and sexual orientation • about forming new partnerships and developing relationships • about the law in relation to consent • that the legal and moral duty is with the seeker of consent • how to effectively communicate • about consent in relationships • about the risks of 'sexting' and how to manage requests or pressure to send an image • about basic forms of contraception, e.g. condom and pill 	<p><i>Additional Resources:</i></p> <p>Healthy relationships NSPCC</p>
<p>Summer</p> <p>2</p> <p>2026</p>	<p><u>Reflection and assessment</u></p> <p>In the final half-term, students engage in a period of reflection and consolidation, reviewing the key themes and personal learning from their PSHE journey throughout the academic year. This unit provides an opportunity for students to revisit important topics such as wellbeing, relationships, and decision-making, and to consider how their understanding and attitudes have developed. Alongside this reflective work, students are supported in preparing for end-of-year assessments, and goal-setting exercises, helping students to recognise their growth and build confidence as they transition into the next stage of their education.</p>	<p><i>Assessment:</i></p> <p>End of year examination</p>

Religious Studies

Autumn 1 2025	Christianity This unit will focus on the beliefs and practices of the faith and will continue for the entire term. <ul style="list-style-type: none"> - The Roman rule of Judea - Messiahship - The Nativity and Christmas - Baptism - Jesus' parables - Jesus' miracles 	<i>Supporting materials/ websites:</i> Class PowerPoints Book excerpts YouTube Clips Digital and online resources Religious texts Assessment guidance and support <i>Assessment:</i> Short written answers assignment Church diagram explainer exercise
Autumn 2 2025	<i>(continuation)</i> <ul style="list-style-type: none"> – Jesus' arrival in Jerusalem – The Last Supper and Holy Communion – The Crucifixion and Resurrection – The Ascension and Pentecost – Was Jesus the Messiah? Debate 	<i>Supporting materials/ websites:</i> Class PowerPoints Book excerpts YouTube Clips Digital and online resources Religious texts Assessment guidance and support <i>Assessment:</i> In class knowledge test At-home essay assignment
Spring 1 2026	Sikhism This unit will focus on the beliefs and practices of the faith and will continue for the entire term. This term will also include an independent project. <ul style="list-style-type: none"> – India in Guru Nanak's time – "No Hindu Nor Muslim" – The Khalsa – The Gurus – The Gurdwaras and the Golden Temple 	<i>Supporting materials/ websites:</i> Class PowerPoints Book excerpts YouTube Clips Digital and online resources Religious texts Assessment guidance and support <i>Assessment:</i> In class knowledge test Short written answers exercise
Spring 2 2026	<i>(continuation)</i> <ul style="list-style-type: none"> • Golden Temple and Jallianwala Bagh Massacre Project (independent project focused on the area, context, events and importance in religion) • Presentation to the class and government briefing 	<i>Supporting materials:</i> Class PowerPoints Book excerpts YouTube Clips Digital and online resources Religious texts Assessment guidance and support <i>Assessment essay:</i> Independent project

Religious Studies cont.

Summer 1 2026	Life after death In this unit, students will explore the challenging question, “Can war ever be justified?” They will examine how different religions and philosophies view the morality of war, including conditions like self-defence, justice, and peace. Whether or not students hold specific beliefs, they will consider arguments for and against war, fostering a deeper understanding of the ethical and spiritual dilemmas surrounding conflict.	<i>Supporting materials:</i> Class PowerPoints Book excerpts YouTube Clips Digital and online resources Religious texts Assessment guidance and support <i>Assessment:</i> In class knowledge and writing assessment
Summer 2 2026	Continued	<i>Supporting materials:</i> Class PowerPoints Book excerpts YouTube Clips Digital and online resources Religious texts Assessment guidance and support <i>Assessment:</i> End of Year Examination covering the year’s content

Autumn 1 2025	Module 5 Mi ciudad 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” Unit 4: Saying what you are going to do at the weekend in the immediate future tense	<i>Supporting materials:</i> ¡Viva! Libro 1, www.languagesonline.org.uk , www.classtools.net , www.Edpuzzle.com , www.wordreference.com <i>Assessment:</i> Continuous evaluation throughout Module 3 covering all 4 language-based skills.
Autumn 2 2025	Unit 5: Understanding people describing their town Unit 6: Using two tenses together Module 3 Mi insti Unit 1: Saying what subjects you study Unit 2: Giving opinions on subjects	<i>Supporting materials:</i> ¡Viva! Libro 1, www.languagesonline.org.uk , www.classtools.net , www.Edpuzzle.com , www.wordreference.com <i>Assessment:</i> Continuous evaluation throughout the start of Module 4 covering all 4 language-based skills.
Spring 1 2026	Unit 3: Describing your school Unit 4: Talking about break Module 4 Mi familia y mis amigos Unit 1: Describing your family using possessive adjectives	<i>Supporting materials:</i> ¡Viva! Libro 1, www.languagesonline.org.uk , www.classtools.net , www.Edpuzzle.com , www.wordreference.com <i>Assessment:</i> An end of Module 5 test covering all 4 language-based skills.
Spring 2 2026	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	<i>Supporting materials:</i> ¡Viva! Libro 1, www.languagesonline.org.uk , www.classtools.net , www.Edpuzzle.com , www.wordreference.com <i>Assessment:</i> Continuous evaluation throughout Module 5 covering all 4 language-based skills.

Spanish cont.

Summer 1 2026	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 General revision of Modules 3, 4 & 5	<i>Supporting materials:</i> ¡Viva! Libro 1, www.languagesonline.org.uk , www.classtools.net , www.Edpuzzle.com , www.wordreference.com Revision Guide <i>Assessment:</i> No assessment
Summer 2 2026	End of Year 8 Examination of Modules 3-5 Revision Feedback	<i>Supporting materials:</i> ¡Viva! Libro 1, www.languagesonline.org.uk , www.classtools.net , www.Edpuzzle.com , www.wordreference.com <i>Assessment:</i> End of Year Examination

Homework Timetable 2025 - 2026

*One English homework will be reading for the Accelerated Reading programme.

** One Maths homework will be set via the Sparks platform.

- Religious Studies and Music homework will be set on the day of the lesson. However, this will only be once or twice per half term.
 - No homework will be set for Drama, Computer Science, Physical Education, Games or PSHE.*
- The approximate time for homework in Year 8 is 20-30 minutes per subject and opportunities for intellectual curiosity (OPTIC) will be shared too.*
 - Students who are entitled to extra time in tests and examinations may wish to practise using extra time when doing their homework if required.*

8J

Day	Monday		Tuesday		Wednesday		Thursday		Friday	
Every week (core)	Maths** Chemistry		Biology Language 1 (P1)		Maths** English*		Physics		English* Language 2 (P6)	
Every other week	A Latin	B D&T	A	B	A Geography	B RS	A Music	B	A Art	B History

8K

Day	Monday		Tuesday		Wednesday		Thursday		Friday	
Every week (core)	Maths** Biology English*		Language 1 (P1)		Maths** Chemistry		Physics		English* Language 2 (P6)	
Every other week	A	B	A Art	B History	A Latin	B	A Geography	B D&T	A Music	B RS

8L

Day	Monday		Tuesday		Wednesday		Thursday		Friday	
Every week (core)	Maths** Physics English*		Biology Language 1 (P1)		Maths**		Chemistry		English* Language 2 (P6)	
Every other week	A	B	A	B	A Latin Music	B D&T RS	A Art	B History	A Geography	B

Homework Timetable 2025 - 2026

Week-by-week overview to support homework weeks

Autumn Term	
1. w/c 1 st September (Thurs-Fri only)	B
2. w/c 8 th September	A
3. w/c 15 th September	B
4. w/c 22 nd September	A
5. w/c 29 th September	B
6. w/c 6 th October	A
7. w/c 13 th October	B
HALF TERM	
1. w/c 3 rd November	A
2. w/c 10 th November	B
3. w/c 17 th November	A
4. w/c 24 th November	B
5. w/c 1 st December	A
6. w/c 8 th December (No Friday lessons)	B

Spring Term	
1. w/c 5 th January (Wed-Fri only)	A
2. w/c 12 th January	B
3. w/c 19 th January	A
4. w/c 26 th January	B
5. w/c 2 nd February	A
6. w/c 9 th February	B
HALF TERM	
1. w/c 23 rd February	A
2. w/c 2 nd March	B
3. w/c 9 th March	A
4. w/c 16 th March	B
5. w/c 23 rd March (No Friday lessons)	A

Summer Term	
1. w/c 13 th April	A (Thurs and Fri only)
2. w/c 20 th April	B
3. w/c 27 th April	A
4. w/c 4 th May	B
5. w/c 11 th May	REVISION
6. w/c 18 th May	REVISION
HALF TERM	
1. w/c 1 st June	REVISION
2. w/c 8 th June	EoY Examination reflection
3. w/c 15 th June	EoY Examination reflection
4. w/c 22 nd June	Academic Collaboration Week
5. w/c 29 th June	Summer Work