Year 8 Curriculum Delivery Map

		Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Core Subjects	English Language and Literature	Pre-20th Century Novel - analytical writing/exploring writer's craft creative writing		Media and Review Comparing viewpoints and perspectives Creative Writing and Writing to Argue		Exploring Language in Texts Drama text Spoken Language Study	
	Mathematics	A selection of these topics will be covered throughout the year, as appropriate to the strength of prior learning and progress made, returning to them as necessary to build deeper understanding and applications. Students may also have topics from year 7 covered again if it becomes apparent that there is need of remedial action to ensure understanding. • Calculator skills will be covered in every topic in every year. Algebra will be included in most topics and problem solving to solve reverse questions will be introduced to develop thinking skills • Number: fractions, decimals, BIDMAS, Number facts, rounding • Algebra: Forming and generating sequences, solving equations, introduce inequalities, substitution • Ratio: Unitary method, compound measures, time calculations • Shape: Area and volume, nets, plans and elevations, properties of shapes, circles, constructions and loci, graphs, transformations, congruence • Statistics: types of data, Venn diagrams, 2-way tables, stem and leaf, scatter diagrams, probability, averages and range from a table, data collection, sample spaces					
	Science	The topics are taught on a rota basis, and there is some crossover between the terms that the topics are taught in. The topics taught in the Autumn term are:- • 8A Food and Nutrition • 8E Combustion • 8I Fluids		The topics taught predominantly in the Spring term are:- • 8B Plants and Photosynthesis • 8F Periodic Table • 8I Light • 8C Breathing and respiration		The topics taught predominantly in the Summer term are:- • 8G Metals and Reactivity • 8K Energy Transfers Each topic has activities to prepare students with scientific skills needed for GCSE • 8L Space • 8H Rocks • 9A Genetics	
	Religious Studies	**How did the universe begin?** • Identify different theories as to how the universe began • Describe the big bang theory • Explain religious view to how the universe began		**How does belief impact the world?** • Describe ways people help others • Explain the impact of beliefs on action		**Is life special?** • Identify the concept of the soul • Describe the Just War Theory • Explain whether life is sacred	**Is life special?** • Identify the concept of the soul • Describe the Just War Theory • Explain whether life is sacred
	Physical Education	Students will develop a range of PE skills across the following activity domains: Invasion Games, Net Games, Field & Striking and Leadership Activities alongside knowledge and understanding of the importance of a healthy, active lifestyle.					
EBACC	History	• How do historians know about the horrors of the slave trade? • Did the British Empire have any advantages for the people living in it? • Was life in Industrial Britain a 'melancholy madness'? (c.1700-c.1900)		• How close was Britain to a Revolution in the nineteenth century? • Why was The First World War named as the 'war to end all wars'?		• To what extent was the Second World War inevitable? • How should we remember the Second World War?	
	Geography	**Discovering Asia China** • Location • Physical features characteristics • Human features rural to urban migration • Mount Everest DME • TNCs and globalisation **India** • Physical features • Human features • Globalisation • Urbanisation • Monsoon • Middle East	**Examining the Middle East** • Location • Human features • Opportunities and challenges • Human tourism • Sustainability • Physical features • Deserts • Desertification	**Exploring Oceana** • Features and attractions • Location • Mapping • Biomes • Physical features • Opportunities and challenges • Glaciers • Aborigines Cultural geography	**World Weather** • The water cycle • Types of rainfall • Extreme weather events	**Local Fieldwork Project** • Fieldwork: Does the school have a microclimate	**Comparing the Americas** • Mapping • North America vs South America • Opportunities and challenges • Physical features • Biomes • Human features
	French	• Me and my future • The Francophone world		• Being involved in my community • Going on a journey		• Going on a journey	
	German	• Food and Drink • Fairy Tales and Authors		• Holidays		• My Home • Local Area and Daily Life	
	Computer Science	• Using digital media to explain issues relating to cyber security and the law • Computational thinking tasks • Hour of Code • Data handling using Excel spreadsheets		• App Creation using Applab • Mid-Year Assessment		• Introduction to Textual programming in Python • End of Year Assessment	
Foundation Subjects	Art	**Observational Drawing** • Leonardo Da Vinci		**Observational Drawing & Experimentation** • Portraits		**Contextual Awareness and Personal Responses** • Surrealism	
	Dance	**Hip Hop** • Features of Hip Hop/Street Dance • Use of performing skills relevant to the style • Creating and developing a motif • Accompaniment/dynamics • Use of relationships – working as an ensemble		**Matthew Bourne** • Physical skills/technical study • Creating and developing movement ideas • Creating character • Choreographic intention • Dance analysis		**Thematic Stimulus—Conflict** • Responding to a stimulus • Exploring elements of dance • Physical skills/technical study • Structure form and sequencing of movement • Dance analysis	
	Drama	**Mime Artist** • Using comedy and physicality to tell a story. • Understand the main skills of mime and apply these to their own creative comedy performance. Topics: Comedy, Mime physicality, Synchronisation, Unison		**Murder Mystery** • Developing understanding of character and exploring ways to build tension. Topics: Monologue writing, working from a stimulus, forum theatre, analysis and evaluation		**Shakespeare** • Exploring 5 different plays to unlock language and consider the use of status. • Students explore and understand a short Shakespeare piece in relation to characters, status and demonstrate this in a performance. Topics: Use of status, language, physical theatre	
	Music	**Using Music Technology** • Revising notation and extending pitch notation. • Exploring syncopated rhythms, metre, ostinato and identifying parts of the drum kit. • Listening to dance music repertoire. • Revisiting and building on keyboard skills to record in parts. • Learn simple functions of Soundtrap.		**Popular Song** • Extending keyboard skills to use primary chords. • Listening to popular song repertoire using primary chords only. • Working on ensemble skills maintaining a part in a group using keyboards, ukeleles, guitars and singing.		**Building Layers** • Exploring the use of ostinato and riffs as the basis for composition. • Listening to popular songs and Western Classical repertoire that use riffs and analyse structure. • Introduction to vocabulary to describe texture. • Composition of a riff as a basis for piece. • Extending technology skills by editing work.	
	Technology	Students rotate throughout the year between four Technology Subjects **Electronics** • Generating electricity • Basics of electricity • Ohms law • Potential dividers • Sensing transducers • Transistors • Output transducers • Thyristors • Astable and monostable circuits • Programming microprocessors **Food Preparation & Nutrition** • Safety in the kitchen • Healthy eating • Raising agents and bread • World foods • Yeast investigation • Staple foods and cereals • Production of wheat to flour • Heat transfer • Practical assessment 'design and make a pizza' • More complex cookery skills which include: fresh bread rolls, pizza, samosas, macaroni cheese **DT** • Design and make • Client centred approach • Isometric drawing • Frame construction in wood • Basic mechanisms • Product analysis **Textiles** • Introduction to pop art • Working to a design brief with client in mind, • Forming a specification • Tie dye • Designing and discussing ideas through annotation • Revisiting the sewing machine and H&S related points • Revisiting safe working practice • Materials and their properties • Making task: use of iron and safety points, applying Vilene, sketching templates, applique; machine embroidery extension, construction and finishing techniques • Evaluating outcomes					