

CURRICULUM MAPPING YEAR 8

Subject	Autumn Term	Spring Term	Summer Term
Art	Insects – Students will explore the work by Regina Silveira and Paul Morrison to create ink drawings of insects and a 3D sculpture. They will learn about construction and working as part of a team.	Landscapes - Students will study the work by David Hockney and John Piper to develop painting techniques, such as sgraffito, movement and pointillism. They will learn monoprinting skills and produce a mixed media outcome inspired by the artists. Students will be able to produce informed opinions and develop a contextual awareness of art.	Perspective – Students will explore one and two point perspective, depth of field, foreshortening and vanishing points. They will produce drawings and 3D name tags
Computing	Students will study the function and architecture of computing. They will learn how searches and sorting is carried out	Students will concentrate through the Spring term on development of understanding the Python Text Programming language	Students will consolidate their understanding by applying their programming and computing knowledge to a project demonstrating their ability to choose appropriate tools
Dance	Students study the work of Christopher Bruce this term in preparation for option choices. Students learn how to develop movement material in trio's or duets and learn how to include a variety of expressive and physical skills to engage and entertain an audience.	Students explore different dance styles and choose appropriate contact duo work to include in the class performance piece. In this term we explore movement from other cultures and traditions by doing a project on Capoeira and another on 'Shaolin monks.'	Students develop their own large group performances in the style of Sandy H2O Hendrick and his work 'Emancipation of expressionism.' Students also study dance styles from a range of different cultures which informs independent learning this term. Students learn the important of dance for people including celebrations and entertainment. In this term we also do a 'Bootcamp fitness' project.

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Drama	<p>Dare: Students will explore the theme of a 'Dare', covering a range of social issues including peer pressure. A range of drama strategies will be studied, including: conscience/thought tracking; drama to music; flashback/forward and these skills will enable students to confidently reflect on the theme, further developing the key skills of making, performing and evaluating. Students will explore given scenarios and consider consequences to actions whilst developing characterisation skills and the ability to structure their drama. Performance work will be developed and refined and students will create their own original mini-plays based on the theme, using a range of abstract skills and techniques.</p>	<p>Romeo and Juliet: Students will explore the themes and relationships of Shakespeare's most famous play. Students will learn about the purpose of a prologue and learn about group narration skills such as unison, canon, reaction and repetition. Using a combination of script work, improvisation and stage combat skills, students will then direct and perform a selection of key scenes from the play.</p> <p>The work will enable students to deepen their knowledge and understanding of key drama skills and how to bring a Shakespearean text to life (from the page to the stage) for a contemporary audience. Students will have the ability to develop and refine their work.</p>	<p>Melodrama, mime and silent movie: Students will study theatre history from Melodrama to silent movies, focusing upon the drama strategies of mime, exaggerated characterisation and movement. Students will make and perform their own 'silent movie' sequences and evaluate the process and product using their knowledge of the key drama skills and style required for the task.</p>
English	<p>Students will study a range of fiction writing around the holocaust to be able to write creatively about a difficult topic. They will then develop their close reading skills using the novel 'The Boy in the Striped Pyjamas'. This is followed by a unit looking at the use of rhetoric in non-fiction texts.</p>	<p>Students will study the 19th Century gothic novel Dracula learning about the conventions of the genre. In addition they will read and respond to the play A Midsummer Night's Dream by Shakespeare.</p>	<p>Using an anthology of poems based around the theme of relationships students will develop their confidence with poetry and continue to develop their knowledge of the form. This is followed by a textual study of the play Pygmalion.</p>
Food Preparation and Nutrition	<p>Plan, cook and prepare a number of predominately savoury dishes from British and international cuisine. Food science selecting appropriate cooking methods. Analyse the importance of macro and micro nutrients and their importance.</p>	<p>Students will study factors affecting food choice. Also students will research food provenance, looking at environmental impact and sustainability issues surrounding food. Explore government guidelines to healthy eating. Evaluating benefits of a balanced dieting and understanding the link between diet and well-being.</p>	<p>Design and develop a number of staple foods from around the world such as bread, rice and pasta.</p>

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French	This term will focus on the topic of describing your town. Students will practise how to take part in role plays buying snacks and souvenirs. There will also be an opportunity to learn how to express simple sentences in the future tense to describe future holidays.	This term we will focus on food and drink and continue work on how to order in restaurants. Students will look at differences between French and British cuisine and discuss what makes a healthy lifestyle.	Students will learn about Paris. This is an ideal opportunity to learn about the capital of France as well as be introduced to the perfect (past) tense. Pupils will move onto writing and speaking about past holidays, linking back to vocabulary from the start of the year.
Geography	<p>Geography is taught through a range of 'topics' where students will develop key knowledge of people, place and the environment. Each module will cover a range of geographical skills e.g. map reading.</p> <ul style="list-style-type: none"> • Ecosystems – this will include the study of the rainforest in detail. • Coasts – students will learn how the coast shapes the land and creates fascinating landforms; they will also look at how we manage the coast. 	<p>This term the students will study:</p> <ul style="list-style-type: none"> • Plate Tectonics – the study of how earth has evolved through the movement of tectonic plates; earthquakes and volcanoes. • Population – students will learn about factors affecting population size and distribution in the UK and globally. 	<p>This term the students will study:</p> <ul style="list-style-type: none"> • Exploring Europe – the study of countries and landscapes on the continent of Europe. This will also consider the political situation of European Countries with the recent Brexit.
German	This term will focus on the topic of describing your town. Students will practise how to take part in role plays buying snacks and souvenirs. There will also be an opportunity to learn how to express simple sentences in the future tense to describe future holidays.	Students will learn about German food and drink and how to talk about healthy lifestyles.	This term will introduce the perfect (past) tense and focus on the topic of holidays, hotels and weather.

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History	<ul style="list-style-type: none"> • The Stuarts • James I • Gun Powder Plot • English Civil War • Restoration • Great fire of London • Oliver Cromwell • Changing role of Parliament 	<ul style="list-style-type: none"> • Industrial Revolution • British inventions • Industrial Disease • Changing nature of British life. Villages to Towns • Jack the Ripper investigation • In which areas did Britain change the most? 	<ul style="list-style-type: none"> • World War One • The main causes behind the conflict • What was Trench Warfare like? • What were the experiences of WW1 soldiers? • Armistice • Why we should always remember
Mathematics	Indices Prime Factorisation Rounding Fractions Percentages revision Coordinates and basic graphs	Units of measurement Angles Circumference Proportional reasoning Fractions, decimals and percentages Ratio	Area of composite shapes Presenting and interpreting data Averages Two way tables 3-D visualisation Volume
Music	<p>African Music - Students will study the key features of African music through performance, composition and listening. They will learn traditional African rhythms and be encouraged to take on the role as master drummer in order to develop their leadership skills.</p> <p>As their skills develop, we will look at the impact African music has had on popular music including The Lion King. Students will be encouraged to work independently in small groups to compose their own African music.</p> <p>Blues: Students will look at the historical context of blues music as well as the musical features that make the genre easily identifiable. Through performance, composition and listening and appraising,</p>	<p>Pop Music - Students will work in small groups developing their performance skills, they will be learning how to play a variety of current and classic rock/pop songs. Students will form their own bands, where they will be encouraged to play guitar, bass, drums, keyboard and sing.</p>	<p>This term, students develop their skills from across the previous two terms, culminating in a Pop song-writing project.</p>

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	they will develop awareness of different cultures and traditions.		
PE	Take part in a selection of the following activities; Rugby, Football, Basketball, Handball, Netball, Hockey, Swimming, Biathlon, Gymnastics, Trampolining, Badminton, Volleyball, Health Related Exercise, Outdoor Adventurous Activities. Paralympic Sports Day	Take part in a selection of the following activities; Rugby, Football, Basketball, Handball, Netball, Hockey, Swimming, Biathlon, Gymnastics, Trampolining, Badminton, Volleyball, Health Related Exercise, Outdoor Adventurous Activities in preparation for Winter Sports Day	Take Part in a selection of the following activities: Cricket, Rounders, Softball, Stoolball, Tennis, Athletics. Summer Sports Day
Product Design	Drawing skills project, looking at introducing students to orthographic drawing, exploded drawing and perspective drawing	Students will use the CAD and CAM facilities, by designing and making a toy truck.	Completion of practical project.
RE	Students will start the year by considering what it means to be British and learn the British values. Students will then goes into the in-depth study of Christianity by considering the beliefs and practices of Christians in British society today.	Students then study a philosophical unit considering ultimate questions in life, such as 'Does God exist?', 'What happens when I die?' and 'What is the meaning of my life?' Students will study different religious and non-religious perspectives in answer to these questions.	Students complete the year by studying Islamic beliefs and practices, and consider what it means to be a Muslim in British society. Students will also explore Islamophobia by considering the right to freedom of belief and expression, and question whether it is acceptable to be Islamophobic.
Science	Students begin Year 8 by building on their knowledge and investigational skills further and studying topics in elements, compounds and mixtures, respiration and heating and cooling.	Next students extend their knowledge and skills further by studying topics on earth and atmosphere, rocks and weathering, speed and metals and reactivity	The students finish off the year by building on term 1 and 2 knowledge and studying heating and cooling, plants and photosynthesis and inheritance. All of topics from Year 8 will be tested in an end of year test.
Textiles	Students will explore a further set of decorative techniques to widen their Year 7 experiences such as quilting, reverse applique and stencilling. They will create and evaluate a set of samples inspired by Pop Art.	Using Pop Art as inspiration, students will create their own design ideas for decorative pillows, being given the opportunity to include electronic speakers if they desire. They will investigate how other new technologies can be incorporated into textile products. They will trial and evaluate appropriate methods of making their pillows.	This term students will plan how to use their time effectively to complete making their final pillow.

