

**Chesterton Community Sports College**

# Curriculum Intent

Year 8



# Chesterton Community Sports College

## Curriculum Intent



### Note to parents and carers:

At Chesterton Community Sports College, we provide all children with a broad and balanced curriculum which has knowledge-based learning as its core value. Our curriculum is based on the National Curriculum and, in addition, offers a real depth and variety beyond the requirements in both KS3 and KS4. Our curriculum supports all pupils to exceed both academically and vocationally, where achievement of potential is key.

This booklet contains each subject's curriculum intent documents which outline the key knowledge and skills that pupils will gain in Year 8.

Please refer to these curriculum intent documents and subject crucial knowledge resources to support your child's learning over the course of the year. The crucial knowledge is the key content that all pupils must know, remember and understand for each subject. All crucial knowledge resources can be found here: <https://www.ccsc.staffs.sch.uk/index.php/2013-09-25-09-25-35/all-files/crucial-knowledge>

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Curriculum Intent

Subject: English

Year 8

	What?	Why?	Why When?	NC Aims
Term 1-1	<p>Rights and Wrongs in Journalism</p> <ul style="list-style-type: none"> <li>• Fact/Opinion</li> <li>• Perspective</li> <li>• Writing to Argue: Freytag/9 steps</li> <li>• PEE paragraphs</li> <li>• Roles of media</li> </ul>	<p>An exciting unit to open the new year explore the controversial topic of animals and how they are used in the world, from pets to food to testing to sport. This unit allows pupils to develop personal opinions and the skills needed to put across their views in a mature and well-composed manner. This enables pupils to develop their speaking and listening skills (needed for their GCSE) as well as their ability to write to argue.</p> <p><b>We begin the year with a unit offering pupils the opportunity to learn through discussion, building the skills to confidently communicate their ideas. Pupils also translate this into writing a range of non-fiction texts.</b></p>	<p>Building on the year 7 News and Advertising unit, students begin the year exploring the topic of animals in print media and journalism. Their non-fiction students in year 7 give students the fundamentals to analyse media texts, and consider bias and representation.</p>	<ul style="list-style-type: none"> <li>• Are competent in the arts of speaking and listening, making formal presentations to others and participating in debate</li> <li>• Writing for a range of purposes and audiences</li> <li>• Applying their growing knowledge of vocabulary, grammar and text structure to their writing</li> </ul>
Term 1-2	<p>Crime Drama</p> <ul style="list-style-type: none"> <li>• Context</li> <li>• Plot</li> <li>• Characters</li> <li>• Themes</li> <li>• Quotations</li> <li>• Language Analysis</li> <li>• Writers' methods</li> </ul>	<p>An exciting range of fictional stories exploring the crime drama genre is available for pupils to engage with and 'get lost in'. Character studies, language analysis and effects on the reader are key skills required at GCSE level that are developed through reading and writing tasks throughout the unit.</p> <p><b>Pupils explore the crime drama genre, developing an awareness of genre conventions, alongside literary conventions, language and structure. Analysis of a fiction text helps pupils develop their own writing style, and make conscious choices in their own writing.</b></p>	<p>Having studied a contemporary text in year 7, year 8 pupils have the opportunity to study a second within a set genre: crime. In this unit, pupils progress to considering genre conventions within prose.</p>	<ul style="list-style-type: none"> <li>• Appreciate our rich and varied literary heritage</li> <li>• Acquire a wide vocabulary, an understanding of grammar and a knowledge of linguistic conventions for reading, writing, and spoken language</li> <li>• Develop the habit of reading widely and often</li> <li>• Reading of a whole text, and studying the author is depth.</li> </ul>



<p>Term 2-1</p>	<p>Supernatural * Context * Plot * Characters * Themes *Quotations *Language Analysis * Writers' methods</p>	<p>This is the second Shakespeare based unit that will be studied at KS3 which links directly to the exam at GCSE. Pupils will be expected to explore the language and performance in more detail paying closer attention to the underlying themes and offer insightful interpretations of the text. The text studied for this unit is 'Macbeth'.</p> <p><b>In year 8, students study the Shakespeare text Macbeth. Pupils focus on the context around Shakespeare and his play, understanding the importance and role of context when analysing a text. Furthermore, this unit continues to build pupils' vocabulary and awareness and literary conventions.</b></p>	<p>Having recapped learning on writer's methods in the Crime Drama unit, students apply their learning to the Shakespeare text Macbeth. Having already been introduced to Shakespeare in year 7, students use the theme of the supernatural as a guide to begin to make links between context and text.</p>	<ul style="list-style-type: none"> <li>• Study of a Shakespearian text, focusing on the author in depth</li> <li>• Appreciate our rich and varied literary heritage</li> <li>• Acquire a wide vocabulary, an understanding of grammar and a knowledge of linguistic conventions for reading, writing, and spoken language</li> <li>• Develop the habit of reading widely and often</li> <li>• Understand how the work of dramatists is communicated effectively through performance</li> </ul>
<p>Term 2-2</p>	<p>The Moving Image</p> <ul style="list-style-type: none"> <li>• Genre</li> <li>• Conventions</li> <li>• Connotations</li> <li>• Film/Trailers</li> <li>• Advertising</li> <li>• Music Videos</li> <li>• Analysis</li> <li>• Evaluation</li> </ul>	<p>This unit is designed to offer pupils an opportunity to apply their analytical skills to media texts, or 'moving image'. This Moving Image allows pupils to explore their creative side whilst developing skills in evaluation and analysis through the medium of film and advertising.</p> <p><b>Pupils develop the ability to identify the form, purpose and audience of a range of text types, and construct their own texts dependent on PAF. This unit offers students further opportunity to learn through discussion, and allow students to develop their presentation skills.</b></p>	<p>Having studied a range of written texts so far this year at the end of term two pupils apply this learning to media texts. They can apply their learning on connotations, symbolism, purpose and audience to a new medium, consolidating and further developing their skill base.</p>	<ul style="list-style-type: none"> <li>• Are competent in the arts of speaking and listening, making formal presentations to others and participating in debate</li> <li>• Use discussion in order to learn</li> </ul>
<p>Term 3-1</p>	<p>Cultural Fiction * Context * Plot</p>	<p>This unit it designed to encourage an appreciation of fiction from other cultures and to explore content, style and features of this writing. This will help to</p>	<p>After studying British texts in the first half of year 8, pupils have the</p>	<ul style="list-style-type: none"> <li>• Appreciate our rich and varied literary heritage</li> </ul>



	<ul style="list-style-type: none"> <li>* Characters</li> <li>* Themes</li> <li>*Quotations</li> <li>*Language Analysis</li> <li>* Writers' methods</li> </ul>	<p>engage pupils at GCSE levels when exam material might be something culturally based. Pupils will also be developing skills in reading critically commenting on and analysing language devices that are used for effect and responding to fiction with personal writing which is accurate and interesting – all key GCSE skills.</p> <p><b>Pupils gain an appreciation of texts from around the world. Alongside gaining awareness of different cultures, pupils can discuss a range of language and structural devices used by writers, and how they can apply this to their own writing.</b></p>	<p>opportunity to explore texts from around the world.</p>	<ul style="list-style-type: none"> <li>• Write clearly, accurately and coherently, adapting to a range of contexts, purposes and audiences.</li> <li>• Develop the habit of reading widely and often</li> </ul>
<p>Term 3-2</p>	<p>Literary Heritage</p> <ul style="list-style-type: none"> <li>* Context</li> <li>* Plot</li> <li>* Characters</li> <li>* Themes</li> <li>*Quotations</li> <li>*Language Analysis</li> <li>* Writers' methods</li> </ul>	<p>The focus of this unit is to explore the Literary Heritage of our culture. GCSE skills will be developed in analysis and interpretation while establishing sophisticated writing styles drawing on textual evidence.</p> <p><b>Pupils end the year studying a pre-nineteenth century text. This unit continues to build pupil’s vocabulary when discussing and analysing the choices writers make, and build their confidence writing about these choices in their analysis.</b></p>	<p>The year ends with pupils studying Literary Heritage. Building on learning from Our British Heritage, pupils will be able to understand the significance of the texts and the differences between literature styles.</p>	<ul style="list-style-type: none"> <li>• Appreciate our rich and varied literary heritage</li> <li>• Write clearly, accurately and coherently, adapting to a range of contexts, purposes and audiences</li> <li>• Develop the habit of reading widely and often</li> <li>• Focus on the author in depth</li> </ul>



Curriculum Intent

Subject: Mathematics  
Year 8

	Topics	Why?	National Curriculum Links
Term 1-1	Number Calculation Measures, perimeter and area Expressions	<ul style="list-style-type: none"> <li>- Students will recap basic arithmetic skills from last year, ensuring they have sharp recall of number work, enabling them to approach the remainder of the year with confidence.</li> <li>- Shape work and algebra are taught alongside each other as year 8 begin to make links in maths between topics, and combine techniques to solve problems across the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>• HCF LCM</li> <li>• Prime factorisation</li> <li>• BIDMAS</li> <li>• Inverse operations</li> <li>• Perimeter and area</li> </ul>
Term 1-2	Fractions Decimals and Percentages Angles and 2D Shapes Graphs	<ul style="list-style-type: none"> <li>- Fluency with fractions decimals and percentages is important to further progress towards the middle of the key stage. Students will develop an understanding that answers to questions can be written in a number of ways, notably more difficult numerical problems as fractions.</li> <li>- Year 8 will build on the basic understanding of angles and graphs from year 8.</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>• Gradients and intercepts</li> <li>• Linear graphs for estimation</li> <li>• Angles on parallel lines</li> </ul>
Term 2-1	Decimal Calculations Statistics Equations	<ul style="list-style-type: none"> <li>- Students will further develop their written and mental numeracy by progressing to work with decimals, as well as whole number calculation.</li> <li>- Year 8 will develop their data analysis work from year 7 into displaying data in different forms.</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>• Form and solve algebraic equations</li> <li>• Equations graphically</li> </ul>
Term 2-2	Powers and Roots Exam Recap	<ul style="list-style-type: none"> <li>- Building on factors and multiple work from last year, students will learn to display numbers written as powers. They will then build this understanding into writing and calculating with standard form. Higher ability students will develop an understanding of Pythagoras and his famous theorem.</li> </ul>	<ul style="list-style-type: none"> <li>• Standard form</li> <li>• Pythagoras' theorem</li> </ul>
Term 3-1	Ratio Probability	<ul style="list-style-type: none"> <li>- Again students will learn to combine learning between key mathematical contexts, and develop their understanding how ratio and probability can be used together to solve problems.</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>• Probability of events</li> <li>• Ratio Notation</li> </ul>
Term 3-2	3D Shapes Further Calculations	<ul style="list-style-type: none"> <li>- As students shape knowledge builds, they will integrate prior learning into the 3 dimensional world.</li> </ul>	<ul style="list-style-type: none"> <li>• Properties of shape</li> </ul>



Curriculum Intent

Subject: Science

Year 8

	What?	Why?	National Curriculum Links
Term 1-1	<b>8B1 Plants &amp; Reproduction</b> – types of reproduction, pollination, fertilisation, seed dispersal, classification, photosynthesis, plant organs	Recap plant cells/organs. Cells knowledge is essential in most biology topics Photosynthesis very important at GCSE Knowledge of how plants are fertilised and the importance of this to our lives is very important Link to 7B2 - Gametes – sexual reproduction	Cells and organisation  Photosynthesis
	<b>8C1 Atomic Structure and the Periodic Table</b> – structure of the atom, electron shells, trends in the periodic table, balancing equations	Very important topic that is expanded on at GCSE Recaps a lot of Y7 topics – 7C1 especially	The particulate nature of matter  Atoms, elements and compounds  Chemical reactions  The Periodic Table
	<b>8P1 Fluids</b> – Particle model, density, calculating density, displacement can practical, air pressure, drag and friction, changing state, heating and cooling curves, pressure in fluids, upthrust	Expanded on at GCSE – recaps previous knowledge Links to forces	Pressure in fluids  The particulate nature of matter
Term 1-2	<b>8B2 Breathing &amp; Respiration</b> – aerobic respiration, respiration equation, gas exchange in lungs, gas exchange in fish gills, anaerobic respiration, comparing aerobic and anaerobic	Expanded on at GCSE – recaps previous knowledge	Gas exchange systems  Cellular respiration



	<b>8C2 Combustion</b> – burning fuels, conservation of mass, fire safety, air pollution causes, global warming, complete and incomplete combustion, balancing equations	Expanded on at GCSE – recaps previous knowledge from 7C1 and 7P1 Links to ecology (8B4 and GCSE B7) Links to geography	Chemical reactions  Earth and atmosphere
	<b>8P2 Energy Transfers</b> – temperature and heat, conduction, convection, radiation, insulation practicals, power and efficiency equations, paying for energy, Sankey diagrams	Expanded on at GCSE – recaps previous knowledge from 7P1	Calculation of fuel uses and costs in the domestic context  Energy changes and transfers  Energy in matter
Term 2-1	<b>8B3 Unicellular Organisms</b> – Groups of unicellular organisms – bacteria, protists, fungi, bacteria structure, growth curves of bacteria, useful microbes, decomposers and the carbon cycle	Expanded on at GCSE – recaps previous knowledge, especially cells (7B1 and 8B1)	Cells and organisation  Health
	<b>8C3 Metals &amp; Reactivity</b> – properties of metals, corrosion, reactions of metals with water and acid, alloys, reactivity series	Recaps previous topics (acids, periodic table) Expanded on at GCSE	Chemical reactions  The Periodic Table  Materials
Term 2-2	<b>8B4 Genetics &amp; Evolution</b> – Variation types, structure of DNA, extracting DNA from fruit, genes, alleles, genetic diagrams, evolution, Darwin’s theory of evolution	Expanded on at GCSE – recaps previous knowledge of cells.	Inheritance, chromosomes, DNA and genes



	<b>8P3 Space</b> – The solar system, ways of exploring the universe, life cycle of stars, big bang theory, seasons on earth, magnetic field of earth	Knowledge of forces needed (7P3). Very interesting topic that all students enjoy.	Space physics
Term 3-1	<b>8P4 Forces &amp; Motion</b> – calculating speed, calculating acceleration, distance-time graphs plotting and interpreting, $F=ma$ , moments, calculating work done	Expanded on at GCSE – recaps previous knowledge from 7P4. Good opportunity to practice maths skills and to stretch more able students.	Forces and motion Balanced forces Describing motion
	<b>8C4 Rocks</b> – Structure of the earth, 3 types of rock formation, structure of rocks, rock cycle, types of weathering, fossil formation and fossil record	Expanded on at GCSE.	Earth and atmosphere
Term 3-2	<b>8P5 Force fields and electromagnetism</b> – force fields, static electricity, magnetism and electromagnetism	Recaps previous knowledge of electricity (7P2) and forces (7P3 and 8P4) so needs to be at the end of the year.	Current electricity Static electricity Magnetism



Curriculum Intent

Subject: MFL (Spanish)

Year 8

	What?	Why?	National Curriculum Links
Term 1-1	<p><b><u>Recap Basic Crucial Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• Time phrases</li> <li>• Opinions</li> <li>• Adjectives</li> <li>• Key Verbs and Phrases</li> <li>• Connectives</li> <li>• Set Phrases</li> </ul> <p><b><u>Back to Basics</u></b></p> <ul style="list-style-type: none"> <li>• Basic crucial knowledge recap and vocab drilling</li> <li>• Recap of numbers, days of the week, months</li> <li>• Recap of basic introductions ( name, age, likes and dislikes , free time activities family, and where they live)</li> </ul>	<p>Pupils start the year by recapping basic crucial knowledge that they will need to know throughout their five years studying Spanish at CCSC. They will be taught words that are absolutely essential to the learning of Spanish as they are used in every topic and will guarantee them complexity in their work when writing and speaking. Pupils will then be assessed on this and this will give MFL staff a baseline.</p> <p>Pupils will recap the basic crucial knowledge taught in Year 7 as this will be the essential language needed all the way to GCSE level. This will help pupils make a good start in preparation for the content that will be covered this academic year. The crucial knowledge will be revisited often throughout the year to consolidate and recycle in the different topics learned</p> <p>Pupils will be assessed on their Reading and Listening skills at the end of the half term to assess their application of crucial knowledge when using their Reading and Listening skills.</p>	<ul style="list-style-type: none"> <li>○ To produce accurate pieces of work.</li> <li>○ To allow pupils to write at varying lengths on different topics.</li> <li>○ To speak with confidence, fluency and spontaneity.</li> <li>○ To initiate and develop conversations.</li> <li>○ Accurate pronunciation and intonation.</li> <li>○ To communicate for practical purposes.</li> <li>○ To equip pupils for studying or working abroad.</li> <li>○ Read and understand texts.</li> <li>○ Listen to a variety of forms of spoken language.</li> </ul>



			<ul style="list-style-type: none"> <li>○ To be able to ask questions.</li> <li>○ How to use grammar spelling and punctuation.</li> </ul>
Term 1-2	<p><b><u>Free time activities</u></b></p> <ul style="list-style-type: none"> <li>● Recap of opinions</li> <li>● Opinion phrases + infinitive phrases</li> <li>● Sports (use of juego, hago, voy)</li> <li>● Recap of time phrases + sports</li> <li>● Weather (cuando hace sol... juego fútbol)</li> </ul> <p><b><u>Communicative Functions</u></b></p> <ul style="list-style-type: none"> <li>● <i>¿Qué te gusta hacer en tu tiempo libre? (What do you like to do in your free time?)</i></li> <li>● <i>¿Qué deportes haces? (Which sports do you do?)</i></li> <li>● <i>¿Qué tiempo hace? (What is the weather like?)</i></li> <li>● <i>¿Qué deportes haces cuando...? (Which sports do you do when... weather)</i></li> <li>● <i>¿Qué vas a hacer este fin de semana?</i></li> </ul>	<p>Pupils can explain what they do in their free time and talk about sports/hobbies. They will be able to give their opinions on specific activities and the reasons for their opinions using adjectives. Time phrases will be recycled to say when/how often they do activities and sports in which weather conditions and the present tense will help pupils use and manipulate language more freely.</p> <p>Pupils will also learn the immediate future in order to describe what they are <i>going to do</i> at the weekend. This will allow pupils to include two different tenses in their work.</p> <p>Pupils will be assessed on their Writing and Speaking skills in order to assess their application of crucial knowledge when producing language independently. <i>This will allow teachers to plan effectively for knowledge gaps and misconceptions moving forward. Throughout the half term, all four skills are continually assessed.</i></p>	<ul style="list-style-type: none"> <li>○ Identify and use tenses</li> <li>○ Use and manipulate a variety of key grammatical structures.</li> <li>○ Use a wide range of vocabulary and justify opinions.</li> <li>○ To be able to ask questions.</li> <li>○ How to use grammar spelling and punctuation.</li> <li>○ Justifying points of view when speaking and writing.</li> <li>○ Identify and use tenses.</li> </ul>
Term 2-1	<p><b><u>House and Home</u></b></p> <ul style="list-style-type: none"> <li>● Recap of where you live and type of home.</li> <li>● Rooms of the house</li> <li>● Describing your bedroom</li> </ul>	<p>Pupils will be able to go into more detail about where they live by describing their house, the bedroom and different rooms of the house. The recap of the half term will be essential to bring all learning together in</p>	<ul style="list-style-type: none"> <li>○ Pupils will be applying grammatical structures to use the third person and look at patterns</li> </ul>



	<ul style="list-style-type: none"> <li>• Ideal home</li> <li>• Recap of term and preparation for assessments</li> </ul> <p><b><u>Communicative Functions</u></b></p> <p>¿Dónde vives? (Where do you live?)          ¿Cómo es tu casa? (What is your house like?)          ¿Qué hay en tu casa? (What is there in your house?)          ¿Cómo es tu dormitorio? (What is your bedroom like?)          ¿Cómo sería la casa de tus sueños? (What would your ideal home be like?)</p>	<p>preparation for their assessments at the end of the half term.</p> <p>At the end of this half term, pupils will be assessed on their Reading and Listening skills to assess their application of crucial knowledge when using their Reading and Listening skills.</p>	<p>and differences between the two.</p> <ul style="list-style-type: none"> <li>○ Take part in discussions.</li> <li>○ Transcribe words and short sentences they hear with accuracy.</li> <li>○ Initiate and develop conversations</li> <li>○ Pupils will start writing confidently to describe their family and themselves.</li> <li>○ To be able to ask questions.</li> <li>○ How to use grammar spelling and punctuation.</li> </ul>
<p>Term 2-2</p>	<p><b><u>School</u></b></p> <ul style="list-style-type: none"> <li>• Recap of opinions and school subjects + adjectives (me gusta estudiar las ciencias porque es interesante)</li> <li>• What you study using estudio + subject ( estudio las ciencias, no estudio...)</li> <li>• Recap of time phrases and days of the week + subject</li> <li>• Describing your timetable (time and days of the week)</li> </ul> <p><b><u>Communicative Functions</u></b></p> <ul style="list-style-type: none"> <li>• ¿Cual es tu asignatura preferida? What is your favourite subject?</li> </ul>	<p>Pupils will be able to say what their favourite subject is by recycling opinions and adjectives. The present tense will be used to then talk about what pupils study and when. Pupils will also be introduced to the conditional tense to say which subject they <i>would like</i> to study and why.</p> <p>Pupils will be assessed on their Writing and Speaking skills in order to assess their application of crucial knowledge when producing language independently.</p>	<ul style="list-style-type: none"> <li>○ Identify and use tenses</li> <li>○ Use and manipulate a variety of key grammatical structures.</li> <li>○ Use a wide range of vocabulary and justify opinions.</li> <li>○ To be able to ask questions.</li> <li>○ How to use grammar spelling and punctuation.</li> <li>○ Justifying points of view when speaking and writing.</li> </ul>



	<ul style="list-style-type: none"> <li>• <i>¿Qué estudias? What do you study?</i></li> <li>• <i>¿Cómo es tu horario? What is your timetable like?</i></li> <li>• <i>¿Cual asignatura te gustaría estudiar? (Which subject would you like to study?)</i></li> </ul>		<ul style="list-style-type: none"> <li>○ Identify and use tenses.</li> </ul>
<p>Term 3-1</p>	<p><b>School</b></p> <ul style="list-style-type: none"> <li>• Teachers (recap of description of teachers – physical and personality)</li> <li>• Description of school (size and facilities etc using the verb “hay”)</li> <li>• Ideal school (me gustaría + facility)</li> <li>• Recap of the half term and preparation for assessments</li> </ul> <p><b>Communicative Functions</b></p> <ul style="list-style-type: none"> <li>• <i>¿Como son tus profesores? (What are your teachers like?)</i></li> <li>• <i>¿Como es tu instituto? (What is your school like?)</i></li> <li>• <i>¿Como seria tu instituto ideal? (What would your ideal school be like?)</i></li> </ul>	<p>Pupils will be able to describe their teachers by describing them physically and by describing their personality and explain reasons for why they like or dislike certain subjects. Following on from this, pupils will be able to describe their school by talking about different facilities and using the present tense to form simple phrases.</p> <p>Pupils will reuse some the conditional tense and use it on more detail in order to talk about what their ideal school would be like.</p> <p>Pupils will be assessed on their Reading and Listening skills in order to assess their application of crucial knowledge to their Reading and Listening skills.</p>	<ul style="list-style-type: none"> <li>○ To be able to ask questions.</li> <li>○ Take part in discussions.</li> <li>○ How to use grammar spelling and punctuation.</li> <li>○ Translate into Spanish and translate into English from Spanish.</li> <li>○ Using grammar in order to write and speak confidently.</li> <li>○ Transcribe words and short sentences that pupils hear with accuracy.</li> <li>○ Identify and use tenses.</li> <li>○ To be able to ask questions.</li> <li>○ Take part in discussions.</li> <li>○ How to use grammar spelling and punctuation.</li> <li>○ Translate into Spanish and translate into English from Spanish.</li> </ul>



			<ul style="list-style-type: none"> <li>○ Using grammar in order to write and speak confidently.</li> <li>○ Transcribe words and short sentences that pupils hear with accuracy.</li> </ul>
<p>Term 3-3</p>	<p><b><u>Back To Basics</u></b></p> <ul style="list-style-type: none"> <li>● Basic Introductions</li> <li>● Numbers</li> <li>● Days of the week, months of the year</li> <li>● Adjectives</li> <li>● Time phrases</li> <li>● Opinions</li> <li>● Family</li> <li>● Free time</li> <li>● Recap of the year</li> <li>● Final crucial knowledge assessment</li> </ul>	<p>Pupils will recap basic Spanish and all crucial knowledge covered this year in preparation for the new academic year. This will allow for pupils to bring all learning together.</p> <p>Pupils will be assessed on their essential crucial knowledge again to assess progress throughout the year and as a reminder of the importance of this specific vocabulary. This will also give teachers an idea of pupil progress and any knowledge gaps in preparation for the new academic year.</p>	<ul style="list-style-type: none"> <li>○ To speak with confidence, fluency and spontaneity.</li> <li>○ To initiate and develop conversations.</li> <li>○ Accurate pronunciation and intonation.</li> <li>○ To communicate for practical purposes.</li> <li>○ Identify and use tenses</li> <li>○ Use and manipulate a variety of key grammatical structures and patterns.</li> <li>○ Use a wide range of vocabulary and justify opinions.</li> <li>○ Take part in discussions.</li> <li>○ Using grammar, spelling and punctuation. Transcribe words and short sentences that they hear with accuracy.</li> </ul>



Curriculum Intent

Subject: Geography

Year: 8

	What?	Why?	National Curriculum Links
Term 1-1	<p><b><u>Key Concepts: Natural Hazards</u></b></p> <p><b>Natural Hazards</b>      <b>Immediate/Long-term</b>  <b>Risk</b>                      <b>Cause</b>  <b>Pattern/Process</b>        <b>Response</b>  <b>Primary/Secondary</b>    <b>Effects</b></p>	<ul style="list-style-type: none"> <li>• Why do people live with hazard risk?</li> <li>• Understand the effects and responses to hazards</li> </ul> <p><i>RECAP @ END OF HALF TERM</i></p>	<p><b>Location</b></p> <p><b>Place</b></p> <p><b>Scale</b></p> <p><b>Human/Physical</b></p> <p><b>Geographical skills</b></p>
Term 1-2	<p><b><u>Key Concepts: The Almighty Dollar</u></b></p> <p><b>China</b>            <b>Economic</b>            <b>Challenge</b>  <b>Growth</b>          <b>Environmental</b>      <b>Sustainable</b>  <b>Globalisation</b>   <b>USA</b>                <b>Interconnectivity</b></p>	<ul style="list-style-type: none"> <li>• Global currency</li> <li>• Impact of trade, business and investment at a range of scales</li> <li>• How can countries of different levels of development influence each other and the impact on the economy, people and the environment.</li> </ul> <p><i>RECAP @ END OF HALF TERM</i></p>	<p><b>Location</b></p> <p><b>Place</b></p> <p><b>Scale</b></p> <p><b>Human/Physical</b></p> <p><b>Geographical skills</b></p>
Term 2-1	<p><b><u>Key Concepts: Tropical Rainforests</u></b></p> <p><b>Distribution</b>        <b>Management</b>        <b>Environmental</b>  <b>Climate</b>              <b>Resource</b>              <b>Sustainable</b>  <b>Adaptation</b>          <b>Social</b>  <b>Importance</b>          <b>Economic</b></p>	<ul style="list-style-type: none"> <li>• Where are tropical rainforests?</li> <li>• Why are they important?</li> <li>• What is the future of rainforests?</li> </ul> <p><i>RECAP TERM 1</i>  <i>RECAP @ END OF HALF TERM</i></p>	<p><b>Location</b></p> <p><b>Place</b></p> <p><b>Scale</b></p> <p><b>Human/Physical</b></p> <p><b>Geographical skills</b></p>



<p>Term 2-2</p>	<p><b><u>Key Concepts: Rivers</u></b></p> <p><b>Erosion</b>                      <b>Management</b>  <b>Transportation</b>           <b>Processes</b>  <b>Deposition</b></p>	<ul style="list-style-type: none"> <li>• How do rivers shape the land?</li> <li>• How can rivers be managed sustainably?</li> </ul> <p><i>RECAP @ END OF HALF TERM</i></p>	<p><b>Location</b></p> <p><b>Place</b></p> <p><b>Scale</b></p> <p><b>Human/Physical</b></p> <p><b>Geographical skills and fieldwork</b></p>
<p>Term 3-1</p>	<p><b><u>Key Concepts: Urbanisation</u></b></p> <p><b>Rural-Urban Growth</b>            <b>Sustainability</b>  <b>Push/Pull</b>                            <b>Social/Economic/Environmental</b>  <b>Natural Increase</b>                <b>Megacities</b></p>	<ul style="list-style-type: none"> <li>• How have cities grown?</li> <li>• The issues surrounding life in cities</li> <li>• The future of cities globally</li> </ul> <p><i>RECAP TERM 2</i>  <i>RECAP @ END OF HALF TERM</i></p>	<p><b>Location</b></p> <p><b>Place</b></p> <p><b>Scale</b></p> <p><b>Human/Physical</b></p> <p><b>Geographical skills</b></p>
<p>Term 3-3</p>	<p><b><u>Key Concepts: RUSSIA</u></b></p> <p><b>Inequality</b>                      <b>Social/Economic/Environmental</b>  <b>issues</b>                                <b>issues</b>  <b>Global Superpower</b>    <b>Europe/Asia divide</b>  <b>Crimea</b>                              <b>Diversity of Landscapes</b></p>	<ul style="list-style-type: none"> <li>• Better understanding of the physical and human geography of Russia</li> <li>• To gain a deeper understanding of the vastness of Russia</li> <li>• To think about how the governance of Russia will affect the future of the region and other global issues</li> </ul> <p><i>RECAP TERM 2 &amp; 3</i></p>	<p><b>Location</b></p> <p><b>Place</b></p> <p><b>Scale</b></p> <p><b>Human/Physical</b></p>

**Recap:** Recaps will be included **proactively** in the **starters and plenaries** of lessons, as well as having stand out time at the **start and end of terms** to reflect on previous learning.



Curriculum Intent

Subject: History  
Year 8

	What?	Crucial Knowledge	Why?	Links to the National Curriculum
Industry and Empire	<p><b>Industry &amp; Empire</b></p> <ul style="list-style-type: none"> <li>• <b>British Empire</b>- what is Empire, how did Britain treat its colonies, was the Empire racist?</li> <li>• <b>Industrial Revolution</b>- changes 1750-1900, local study, health and solutions, children and work, protests and law and order.</li> </ul>	<ul style="list-style-type: none"> <li>• The British Empire was a collection of countries around the world that Britain ruled over. By 1920, Britain ruled a quarter of the globe</li> <li>• Around 1750, Britain started to move from farming to factory work. This is called the Industrial Revolution. Large cities such as Birmingham and Manchester sprung up.</li> <li>• Due to the overpopulation of industrial cities, the health of the people was very poor and many died young.</li> <li>• Children were seen as cheap labour and often had very dangerous jobs in cotton mills, down coal mines and up chimneys.</li> <li>• There were many protests during the Industrial Revolution about worker's rights such as The Peterloo Massacre and the Luddites.</li> </ul>	<ul style="list-style-type: none"> <li>• Cultural Capital- Traces the origins of British culture through the Empire. Questions how our nation was built and how moral the foundations are.</li> <li>• Explores historical links to countries around the world.</li> <li>• Cultural Capital- Explores how Britain became the workshop of the world and questions the cost of such progress and the impact on society.</li> <li>• Links to GCSE Health and the People.</li> <li>• A study over time allows for exploration of second order concepts such as cause and consequence and change and continuity.</li> <li>• Suggested areas of study in National Curriculum.</li> </ul>	Ideas, political power, industry & Empire
	<b>Challenges in the modern world:</b>	<ul style="list-style-type: none"> <li>• The MAIN causes of WW1 (1914 - 1918) were; Militarism, Alliances, Imperialism, Nationalism.</li> </ul>	<ul style="list-style-type: none"> <li>• Foundation to build knowledge on regarding Anglo-German relations and East and West</li> </ul>	Challenges for Britain, Europe and



<p>The Great War</p>	<ul style="list-style-type: none"> <li>• <b>Causes of WWI-</b> long term and short term causes, alliance systems and military plans.</li> <li>• <b>The Western Front-</b>trench warfare, Battle of the Somme, conditions in trenches, breaking the stalemate.</li> <li>• <b>The Home Front-</b>propaganda, letters homes, changing roles of women.</li> </ul>	<ul style="list-style-type: none"> <li>• Both Britain and Germany dug trenches in France to try and hold onto their land and protect their soldiers. Conditions in trenches were awful.</li> <li>• The Battle of the Somme (1916) is the single most deadly day in British military history. 19,200 British soldiers died on the first day.</li> <li>• In 1917 the USA joined the war. This helped break the stalemate and forced the Germans to surrender in 1918.</li> <li>• Propaganda played an important role in keeping up morale at home and at the front lines</li> </ul>	<p>relations at GCSE level for Germany, Cold War and Health and the people topics.</p> <ul style="list-style-type: none"> <li>• Suggested area of study in National Curriculum.</li> <li>• Exploring the significance of the Somme in the wider context of the war. Key GCSE Skill.</li> <li>• Introducing the procedure and skills of analysing propaganda as a source of information and considering it's aim and how convincing it is.</li> </ul>	<p>the wider world 1901 – present day.</p>
	<p><b>Challenges in the modern world:</b></p> <ul style="list-style-type: none"> <li>• <b>A woman's place-</b>women's rights in the 1800s, what suffrage means and why women wanted the vote.</li> </ul>	<ul style="list-style-type: none"> <li>• In the 1800s, when a woman got married, she legally lost her existence and became the same person as her husband.</li> <li>• Suffrage means to have the right to vote. Women wanted the vote so that they could change laws to improve their lives.</li> <li>• In 1897, Millicent Fawcett set up the Suffragists in order to win the vote</li> </ul>	<ul style="list-style-type: none"> <li>• Suggested areas of study in National Curriculum.</li> <li>• Links to Y7 topics about where our rights come from (Magna Carta, Peasants' Revolt)</li> <li>• Links to modern day movements such as the #metoo campaign</li> </ul>	<p>Challenges for Britain, Europe and the wider world 1901 – present day.</p>



<p>Women's Suffrage</p>	<ul style="list-style-type: none"> <li>• <b>The Suffrage Movement-</b> the origins and aims of the Suffragists and Suffragettes, tactics, propaganda, public opinions, government strategies.</li> <li>• <b>WWI-</b> changing role of women in the war, how the war affected the suffrage movement, how women won the vote.</li> </ul>	<p>through demonstrations and petitions. In 1903, Emmeline Pankhurst set up the Suffragettes to draw attention to the fight for the vote through violent methods.</p> <ul style="list-style-type: none"> <li>• Suffragettes in prison went on hunger strike because they were treated as petty criminals instead of political prisoners. They were force fed to keep them alive.</li> <li>• During WWI, women worked on farms and in factories to help the war effort. The Government needed to change voting laws because soldiers fighting abroad lost their vote so they decided to extend the right to vote to women who owned property over the age of 30.</li> </ul>	<p>and puts them into historical context.</p> <ul style="list-style-type: none"> <li>• Explores the important issue of gender roles and gender equality.</li> <li>• Encourages pupils to think about what type of protests have more impact in bringing about change and why.</li> <li>• Links to previous topic (Great War) and gives the topic breadth by exploring the impact of the event on different groups of people.</li> </ul>	
<p>Slavery to Civil Rights</p>	<p><b>A Significant issue in world history:</b></p> <ul style="list-style-type: none"> <li>• <b>Slavery-</b> Britain's role in the slave trade and what the slave trade was, life on plantations, punishments, runaways and the underground railroad.</li> </ul>	<ul style="list-style-type: none"> <li>• Britain started the 'Slave Trade Triangle' which took Africans against their will to work (without pay) in the British colony of America.</li> <li>• Life on Plantations (large farms) was horrific for Africans and punishments were often deadly. This caused many slaves to run away from plantations.</li> <li>• Between 1861 and 1865 the American's fought a Civil War over Slavery. The North won and their</li> </ul>	<ul style="list-style-type: none"> <li>• Cultural Capital- Hugely important to understand the roots of the Black Lives Matter movement in the context of African-American history.</li> <li>• Links to previous topic (Empire and Industry) to explore how Britain funded its advancements at the time.</li> <li>• Goes beyond the National Curriculum in order to reveal the true horrors of the Slave Trade</li> </ul>	<p>A significant issue in world history &amp; its interconnections to other world developments (USA in the 20<sup>th</sup> Century)</p>



	<ul style="list-style-type: none"> <li>• <b>Civil War-</b> two sides of the war, aims of the two sides, who won, what it meant for slaves and who was Abraham Lincoln.</li> <li>• <b>Civil Rights-</b> segregation, Jim Crow Laws, lynchings, KKK, Little Rock, Martin Luther King, Black Power.</li> </ul>	<p>leader (Abraham Lincoln) banned Slavery in America.</p> <ul style="list-style-type: none"> <li>• Black Americans still faced racism and segregation which sometimes resulted in lynchings.</li> <li>• By the 1950s and 60s Black Americans had began to protest for their civil rights using a combination of peaceful and violent methods. They were led by Martin Luther King Jr and Malcolm X.</li> </ul>	<p>and encourage pupils to discuss why people felt so strongly on both sides.</p> <ul style="list-style-type: none"> <li>• Goes beyond the National Curriculum in order to explore modern day attitudes around race in America and the wider world and how we can improve these.</li> </ul>	
<p>World War Two &amp; The Holocaust</p>	<p><b>Challenges in the modern world:</b></p> <ul style="list-style-type: none"> <li>• <b>Causes of WWII-</b> Hitler's aims in foreign policy, appeasement, Nazi-Soviet Pact, invasion of Poland.</li> <li>• <b>The Home Front-</b> evacuation, the Blitz, Home Guard, roles of women, rationing.</li> </ul>	<ul style="list-style-type: none"> <li>• The Second World War started in 1939 when Germany invaded Poland.</li> <li>• At first, the German army conquered many countries such as France, Denmark, Poland and Norway.</li> <li>• Bombing of British cities led to the evacuation of around 1 million children to the countryside. However, the German air force was defeated by the RAF in the Battle of Britain.</li> <li>• Rationing was a large part of life in Britain during the Second World War. Food, clothes and other goods such as petrol were limited and people had to 'make do and mend'.</li> </ul>	<ul style="list-style-type: none"> <li>• Links to GCSE Germany and Cold War topics</li> <li>• Suggested area of study in National Curriculum.</li> <li>• Explores the impact of war on society and how it has physically and socially shaped Britain to this day.</li> <li>• Cultural Capital in exploring how British Values were formed out of this event.</li> </ul>	<p>Challenges for Britain, Europe and the wider world 1901 – present day.</p>



	<ul style="list-style-type: none"> <li>• <b>Jewish/ Asocial History-</b> who was targeted in the Holocaust and why, how have these groups been treated historically.</li> </ul> <p><b>The Holocaust-</b> the boycott of Jewish shops, the Nuremburg Laws, Kristallnacht, Ghettos and concentration camps. How to commemorate the Holocaust.</p>	<ul style="list-style-type: none"> <li>• Historically, the Jewish people have been persecuted and mistrusted as outsiders.</li> <li>• Hitler used existing mistrust of the Jews to blame them for Germany's problems.</li> <li>• After Hitler came to power in 1933, prejudice against the Jews turned into legal, physical persecution.</li> <li>• The Nazis had many ways of persecuting the Jews such as ghettos, death squads and concentration camps.</li> </ul> <p>As World War Two drew to a close the full horrors of the Holocaust were revealed. It was discovered that at least 6 million Jews had been murdered by the Nazis.</p>	<ul style="list-style-type: none"> <li>• A hugely important topic that all pupils should be aware of so that prejudice in any form is rightly seen as danergous and devisive</li> <li>• Compulsory area of study in National Curriculum.</li> <li>• Setting the context of this event in the wider history of Jewish persecution.</li> </ul> <p>Examine how an event on this magnitude could happen. Teaches pupils to be aware of these tactics and guard against them in modern day.</p>	
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Curriculum Intent

Subject: Art  
Year 8

	What?	Why?	National curriculum
Term 1-1	JASPER JOHNS Art History and the timeline of Art periods. Sketchbook backgrounds and colour/tea wash. Recap of annotation and use of key skills used.	Pupils need to be able to make reference to contextual studies for AO1 at GCSE. This links to Artist study. Pupils also need to be able to talk about their work but use skills they have used and not just what they think of their work.	<ul style="list-style-type: none"> <li>• Taught about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.</li> </ul>
Term 1-2	JASPER JOHNS – EXPERIMENTATION and 3D outcome Application of colour using pencil crayon and felt pen combined Application of background to a piece of work How to create a full composition on a page in sketchbooks 3D card outcome – recap of year 7 card construction, group activity.	Pupils need to remember and improve skills in year 7 from Nikki de Saint Phalle project. Skills to need to be more sophisticated and well thought through. Pupils need to learn how to create a composition rather than a single drawing on a page.	<ul style="list-style-type: none"> <li>• Taught to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas</li> </ul>
Term 2-1	PORTRAITURE Size of a face Proportions of a Face Where the features lie on a Face Estimation of size Tonal quality of a pencil	Portraiture gains good marks at GCSE but pupils always draw a face with incorrect scale. The eyes are always too far up the head. The proportions of a face are essential in drawing a quality portrait.	<ul style="list-style-type: none"> <li>• Taught to use a range of techniques and media, including painting</li> <li>• Taught to increase their proficiency in the handling of different materials</li> </ul>
Term 2-2	Use of Oli Pastel and Chalk Artist inspiration	Pupils will need to use more difficult media rather than just pencil etc. This is used in AO3 of GCSE.	<ul style="list-style-type: none"> <li>• Taught to use a range of techniques and media, including painting</li> </ul>



		Pupils will need to complete a portrait in the style of an artist rather than just a drawing of a face, this shows how to link to contextual studies.	<ul style="list-style-type: none"> <li>• Taught to increase their proficiency in the handling of different materials</li> </ul>
Term 3-1	GRAFITTI Lettering styles Size and scale of lettering Types of font Annotation	This is needed to help sketchbook titles at GCSE and to show that bubble lettering or a name with a gel pen line under is not what is needed.	<ul style="list-style-type: none"> <li>• Taught to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work</li> </ul>
Term 3-2	Photography – Natural form Contact sheets First shots Edit /Filter/Manipulation Layout	This will help inform and support choices at GCSE and give pupils a taster session and also inform Crucial knowledge to support KS4 learning.	<ul style="list-style-type: none"> <li>• Taught to use a range of techniques and media</li> </ul>



### Curriculum Intent

Subject: **Computing**

Year: **8**

	What?	Why?	National Curriculum Links
Term 1-1	<p><b>Developing for the Web</b></p> <p>In this unit, learners will explore the technologies that make up the internet and World Wide Web. Starting with an exploration of the building blocks of the World Wide Web, HTML, and CSS, learners will investigate how websites are catalogued and organised for effective retrieval using search engines. By the end of the unit, learners will have a functioning website.</p>	<p><b>Prerequisite for Y9 iMedia.</b></p> <p>Programming - Create software to allow computers to solve problems</p> <p>Networks - Understand how networks can be used to retrieve and share information, and how they come with associated risks</p> <p>Creating media - Select and create a range of media including text, images, sounds, and video</p>	<p><b>3.8:</b> create, re-use, revise and re-purpose digital artefacts for a given audience, with attention to trustworthiness, design and usability</p>
Term 1-2	<p><b>Representations: from Clay to Silicon</b></p> <p>This unit conveys essential knowledge relating to binary representations. The activities gradually introduce learners to binary digits and how they can be used to represent text and numbers. The concepts are linked to practical applications and problems that the learners are familiar with.</p>	<p><b>Prerequisite for Y9 Data Representation topics.</b></p> <p>Data and information - Understand how data is stored, organised, and used to represent real-world artefacts and scenarios</p> <p>Computing systems - Understand what a computer is, and how its constituent parts function together as a whole</p>	<p><b>3.6:</b> understand how instructions are stored and executed within a computer system; understand how data of various types (including text, sounds and pictures) can be represented and manipulated digitally, in the form of binary digits</p>
Term 2-1	<p><b>Mobile App Development</b></p> <p>In a world where there's an app for every possible need, this unit aims to take the learners from designer to project manager to developer in order to create their own mobile app. Using App Lab from code.org, learners will familiarise themselves with the coding environment and have an opportunity to build on the programming concepts they used in previous units before undertaking their project. Learners will work in pairs to consider the needs of the user; decompose the project into smaller, more manageable parts; use the pair programming approach to develop their app together; and finish off by evaluating the success of the project against the needs of the user.</p>	<p><b>Prerequisite for Y9 Computer Science programming topics.</b></p> <p>This unit progresses students' knowledge and understanding of programming constructs in a block-based programming environment. Learners will also develop their computational thinking and project planning, by going from decomposing a larger project into smaller parts and creating success criteria for the project to getting user feedback and evaluating their projects.</p> <p>Programming - Create software to allow computers to solve problems</p> <p>Effective use of tools - Use software tools to support computing work</p> <p>Design and development - Understand the activities involved in planning, creating, and evaluating computing artefacts</p>	<p><b>3.1:</b> design, use and evaluate computational abstractions that model the state and behaviour of real-world problems and physical systems</p> <p><b>3.2:</b> understand several key algorithms that reflect computational thinking [for example, ones for sorting and searching]; use logical reasoning to compare the utility of alternative algorithms for the same problem</p> <p><b>3.3:</b> use two or more programming languages, at least one of which is textual, to solve a variety of computational problems; make appropriate use of data</p>



		Algorithms - Be able to comprehend, design, create, and evaluate algorithms	structures [for example, lists, tables or arrays]; design and develop modular programs that use procedures or functions  <b>3.8:</b> create, re-use, revise and re-purpose digital artefacts for a given audience, with attention to trustworthiness, design and usability
Term 2-2	<p><b>Design Vector Graphics</b></p> <p>This unit offers students the opportunity to design graphics using vector graphic editing software. The lessons are tailored to <a href="https://inkscape.org">Inkscape</a> (inkscape.org), which is open source and cross-platform, but the resources should be readily adaptable to any vector graphics editor.</p> <p>Vector graphics can be used to design anything from logos and icons to posters, board games, and complex illustrations. Through this unit, students will be able to better understand the processes involved in creating such graphics and will be provided with the knowledge and tools to create their own.</p> <p>One of the most interesting and challenging aspects of creating vector graphics is their unlikely link to computational thinking. Creating a complex design is a multi-step process that starts with elementary shapes and involves combining them into more intricate ones using operations such as union, difference, and intersection. There are usually multiple paths to achieving the goal and the process involves decomposition, evaluation, and plenty of inventiveness.</p> <p>This unit progresses students' knowledge and understanding of designing vector graphics.</p>	<p><b>Prerequisite for Y9 iMedia.</b></p> <p>Creating media - Select and create a range of media including text, images, sounds, and video</p> <p>Effective use of tools - Use software tools to support computing work</p> <p>Design and development - Understand the activities involved in planning, creating, and evaluating computing artefacts</p> <p>Data and information - Understand how data is stored, organised, and used to represent real-world artefacts and scenarios</p>	<p><b>3.7:</b> undertake creative projects that involve selecting, using, and combining multiple applications, preferably across a range of devices, to achieve challenging goals, including collecting and analysing data and meeting the needs of known users</p> <p><b>3.8:</b> create, re-use, revise and re-purpose digital artefacts for a given audience, with attention to trustworthiness, design and usability</p>
Term 3-1	<p><b>Computing Systems</b></p> <p>This unit takes learners on a tour through the different layers of computing systems: from programs and the operating system, to the physical components that store and execute these programs, to the fundamental binary building blocks that these components consist of.</p> <p>The aim is to provide a concise overview of how computing systems operate, conveying the essentials and abstracting</p>	<p>Computing systems - Understand what a computer is, and how its constituent parts function together as a whole</p> <p>Impact of technology - Understand how individuals, systems, and society as a whole interact with computer systems</p> <p>Programming - Create software to allow computers to solve problems</p>	<p><b>3.4:</b> understand simple Boolean logic [for example, AND, OR and NOT] and some of its uses in circuits and programming; understand how numbers can be represented in binary, and be able to carry out simple operations on binary numbers [for example, binary addition, and conversion between binary and decimal]</p>



	<p>away the technical details that might confuse or put off learners.</p> <p>The last lessons cover two interesting contemporary topics: artificial intelligence and open source software. These are linked back to the content of the unit, helping learners to both broaden their knowledge and focus on the topics addressed in the unit.</p> <p>The unit assumes no prior knowledge. There are, however, links to the 'Representations' units taught in Years 8 and 9 and the 'Networks' units taught in Years 7 and 8.</p>		<p><b>3.5:</b> understand the hardware and software components that make up computer systems, and how they communicate with one another and with other systems</p> <p><b>3.6:</b> understand how instructions are stored and executed within a computer system; understand how data of various types (including text, sounds and pictures) can be represented and manipulated digitally, in the form of binary digits</p>
<p>Term 3-3</p>	<p><b>Intro to Python Programming</b></p> <p>This unit introduces learners to text-based programming with Python. The lessons form a journey that starts with simple programs involving input and output, and gradually moves on through arithmetic operations, randomness, selection, and iteration. Emphasis is placed on tackling common misconceptions and elucidating the mechanics of program execution.</p> <p>A range of pedagogical tools is employed throughout the unit, with the most prominent being pair programming, live coding, and worked examples.</p>	<p><b>Prerequisite for Y9 Computer Science programming topics.</b></p> <p>The Year 7 Programming units are a prerequisite for this unit.</p> <p>Programming - Create software to allow computers to solve problems</p> <p>Algorithms - Be able to comprehend, design, create, and evaluate algorithms</p>	<p><b>3.1:</b> design, use and evaluate computational abstractions that model the state and behaviour of real-world problems and physical systems</p> <p><b>3.2:</b> understand several key algorithms that reflect computational thinking [for example, ones for sorting and searching]; use logical reasoning to compare the utility of alternative algorithms for the same problem</p> <p><b>3.3:</b> use two or more programming languages, at least one of which is textual, to solve a variety of computational problems; make appropriate use of data structures [for example, lists, tables or arrays]; design and develop modular programs that use procedures or functions</p> <p><b>3.6:</b> understand how instructions are stored and executed within a computer system; understand how data of various types (including text, sounds and pictures) can be represented and manipulated digitally, in the form of binary digits</p>

**Subject: Physical Education****Year: 8**

	What?	Why?	National Curriculum Links
Term 1-1	<b>Cross country:</b> All pupils will be taught the following: <ul style="list-style-type: none"> <li>• Running technique</li> <li>• Pacing</li> <li>• Hill running (ascend/descend)</li> <li>• Course management</li> <li>• Finishing - final push/sprint for the line</li> <li>• Comparison to '<i>Personal Best</i>' from Year 7</li> </ul>	<ul style="list-style-type: none"> <li>• Development of CVE</li> <li>• Improve pupil resilience and confidence over a cross country distance</li> <li>• Improve running technique and develop tactics within a running setting</li> <li>• Analyse their performance and compare to their '<i>Personal Best</i>'</li> </ul>	1, 2, 5, 6
Term 1-2	<b>Sports hall athletics:</b> All pupils will be taught the following: <ul style="list-style-type: none"> <li>• Individual and team running events</li> <li>• Throwing events</li> <li>• Jumping events</li> </ul>	<ul style="list-style-type: none"> <li>• Develop technique and improve performance</li> <li>• Analyse performance and compare '<i>Personal Best</i>' from Year 7.</li> <li>• Performance used to select CCSC squad for Sports District competition.</li> </ul>	1, 2, 5, 6
Term 2-1	Over the course of the remainder of Year 8, pupils will do (some not all) the following activities but in varying sequence.	<b>Netball:</b> <ul style="list-style-type: none"> <li>• Recap positions/rules</li> <li>• Develop passing technique with evading and movement off the ball further developed.</li> <li>• Attacking/defending tactics</li> <li>• Phases and patterns of play developed.</li> </ul> <b>Football:</b> <ul style="list-style-type: none"> <li>• Develop knowledge 11 v11 format</li> </ul>	1, 2, 5, 6
Term 2-2	Netball Football Rugby Badminton Table Tennis		1, 2, 5, 6



<p>Term 3-1</p>	<p>Gymnastics Dance Rounders Cricket</p>	<ul style="list-style-type: none"> <li>• Possession based drills with a focus on keeping the ball, decision making.</li> <li>• Attack V defend scenarios</li> <li>• Focus on communication, team work and collective responsibility.</li> </ul>	<p>1, 2, 5, 6</p>
<p>Term 3-3</p>	<p>Swimming Athletics (track and field)</p>	<p><b><u>Rugby:</u></b></p> <ul style="list-style-type: none"> <li>• Recap tackling technique</li> <li>• Recap of the game/rules</li> <li>• Incorporate new techniques to beat opponent (2v1)</li> <li>• Introduce contested ruck.</li> </ul> <p><b><u>Badminton:</u></b></p> <ul style="list-style-type: none"> <li>• Set up the courts/basic rules/scoring system</li> <li>• Basic shots – serve/clear/drop smash</li> <li>• Single half court games</li> <li>• Move your opponent forwards and backwards</li> </ul> <p><b><u>Table Tennis:</u></b></p> <ul style="list-style-type: none"> <li>• Set up table/basic rules/scoring system</li> <li>• Basic shots – serve/back hand/forehand</li> <li>• Aim to ‘push’ the ball. Maintain rally/beat opponent</li> <li>• If able, develop top spin on the ball.</li> </ul> <p><b><u>Gymnastics:</u></b></p> <ul style="list-style-type: none"> <li>• Recap rolls/balances/travel/jumps</li> </ul>	<p>2, 5, 6</p> <p>2, 3, 5, 6</p> <p>1, 2, 5, 6</p> <p>2, 5, 6</p>



		<ul style="list-style-type: none"> <li>• Link actions together to create individual and group routine</li> <li>• Introduce Trampets/spring boards and develop flight.</li> <li>• A&amp;T pupils moved on to Trampolining</li> </ul> <p><b><u>Dance:</u></b></p> <ul style="list-style-type: none"> <li>• Recap of travel, balance, rotation and jumps</li> <li>• More complex routines introduced</li> <li>• Whole group and individual elements incorporated.</li> <li>• More able pupils to create their own dance/section of dance</li> </ul> <p><b><u>Rounders:</u></b></p> <ul style="list-style-type: none"> <li>• Throwing and catching (fielding)</li> <li>• Knowledge of rounders pitch (layout)</li> <li>• Basic rules of the game (scoring etc)</li> <li>• Hitting the ball (batting)</li> </ul> <p><b><u>Swimming:</u></b></p> <ul style="list-style-type: none"> <li>• Recap of water confidence and pool entry/safety</li> <li>• Recap of body position and arm/leg technique of front/backstroke.</li> <li>• Basic water polo rules/skills introduced</li> <li>• A&amp;T pupils - breast stroke and butterfly technique introduced</li> <li>• Record time in all strokes and compare to year 7 '<i>Personal Best</i>'</li> </ul>	<p>2, 3, 5, 6</p> <p>1, 2, 5, 6</p> <p>1, 2, 5, 6</p>
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		<p><b>Athletics:</b></p> <ul style="list-style-type: none"> <li>• Recap all track and field events that are age relevant</li> <li>• Skills refined – (starts, run ups, body position)</li> <li>• All times/distances recorded for '<i>Personal best</i>'</li> <li>• Pupils selected for District athletics competition from data collected</li> </ul>	1, 2, 5, 6
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## Curriculum Intent

### Subject: FOOD & NUTRITION YEAR 8

	What?	Possible Practical Activity	Why?	National Curriculum Links
Term 1-1	<p>RECAP</p> <p>Food room routines, equipment layout etc</p> <p>Food Hygiene and Safety</p> <p>Eatwell Guide, Healthy Eating guidelines, Balanced diet</p> <p>Energy Balance:</p> <p>Why we need energy, energy and physical activity</p> <p>Calories in foods linked to physical activity</p>	Bolognese/Chilli	<p>Working safely in the food room and following practical routines</p> <p>To be able to produce food hygienically that is safe to eat</p> <p>To be able to use knives and equipment accurately and safely</p> <p>To know what causes food poisoning and key temperatures for controlling bacterial multiplication</p> <p>To know why we need energy and which nutrients provide energy</p> <p>To know what energy balance is and to understand how we can gain or lose weight.</p>	Understand and apply the principles of nutrition and health
Term 1-2	<p>Weight gain/weight loss/BMI</p> <p>Energy dense foods</p> <p>Nutrients that provide energy (macronutrients protein, fat, carbohydrates)</p> <p>Vitamins &amp; Minerals (vitamins C and D, calcium and iron)</p>	<p>Stir-fry/curry</p> <p>*Christmas</p>	<p>To have an understanding of the amount of calories used through physical activity and to be able to calculate the amount of physical activity needed to use the energy from a range of foods</p> <p>To know the functions of these vitamins and minerals</p>	
Term 2-1	<p>Health conditions from a poor diet and lack of exercise</p> <p>Deficiency diseases/CHD/high blood pressure/Bowel disorders/Diabetes</p>	<p>Practical investigation:</p> <p>Increasing fibre</p> <p>Reducing sugar</p>	<p>To understand that food and lifestyle choices affect health</p> <p>To know some of the main health issues from a poor diet</p> <p>To know that food is grown, caught or reared.</p> <p>To know what primary and secondary processing is and to be able to give examples.</p>	Understand and apply the principles of nutrition and health
Term 2-2	<p>Food Provenance:</p> <p>Where our food comes from</p> <p>Primary and secondary processing</p> <p>Milling wheat into flour (various types) and foods made using flour</p>	Pizza (bread dough base)	<p>To understand how wheat is processed into flour (primary processing) and the flour used in a variety of food products (secondary processing)</p>	understand the source, seasonality and characteristics of a broad range of ingredients
Term 3-1	<p>Milk and milk products</p> <p>Animal welfare</p>	Cheesecake/ Mac n Cheese	<p>To know where milk comes from and how it is processed</p> <p>To know a range of foods made from milk</p> <p>To understand what animal welfare means and farm assurance schemes in the UK</p> <p>To know how food production has an impact on global warming/climate change.</p>	understand the source, seasonality and characteristics of a broad range of ingredients
Term 3-2	<p>Food Provenance: Food miles, food waste, local/seasonal foods</p> <p>Food production and climate change.</p>	Seasonal food recipe	<p>To understand that our food choices impact on the environment (food miles, food waste and local/seasonal foods)</p>	understand the source, seasonality and characteristics of a broad range of ingredients



### Curriculum Intent

Subject: Design and Technology

Year: 8

	What?	Why?	National Curriculum Links
Term 1	<ul style="list-style-type: none"> <li>Health &amp; Safety rules explained.</li> <li>Names of tools &amp; equipment and how to maintain and use them</li> <li>Graphical skills with annotation.</li> <li>Inputs, process and outputs.</li> <li>What are components?</li> <li>Re-cap Crucial Knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>Keeping students safe when using tools &amp; equipment</li> <li>Be able to select tools &amp; equipment.</li> <li>Identification of materials used and ways of joining them to complete practicals.</li> <li>Build presentation skills.</li> <li>Understanding systems thinking.</li> <li>Understanding electronic systems.</li> </ul>	<ul style="list-style-type: none"> <li>Selecting tools from a wider range.</li> <li>Increase understanding of health &amp; safety within the workshop.</li> <li>Developing sketching techniques including using the computer.</li> </ul>
Term 2	<ul style="list-style-type: none"> <li>Inputs, process and outputs.</li> <li>What are components?</li> <li>Re-cap Crucial Knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>Understanding systems thinking.</li> <li>Understanding electronic systems.</li> </ul>	<ul style="list-style-type: none"> <li>Understanding electronic parts in products and how they work.</li> </ul>
Term 3	<ul style="list-style-type: none"> <li>Re-cap Crucial Knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>Check understanding of existing products, materials, health &amp; safety, tools &amp; equipment, components, process thinking and new &amp; emerging technologies.</li> </ul>	<ul style="list-style-type: none"> <li>Understanding electronic parts in products and how they work.</li> </ul>



Curriculum Intent

Subject: Religious and Multicultural Studies

In accordance with the National Curriculum for England, the school teaches religious education at all key stages and our rich and varied curriculum takes into consideration the following:

*Every state-funded school must offer a curriculum which is balanced and broadly based and which:*

- *promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and*
- *prepares pupils at the school for the opportunities, responsibilities and experiences of later life.*

Year 8

	What?	Why?
Term 1-1	<ul style="list-style-type: none"> <li>• Environmental issues.</li> <li>• Religious views on the environment.</li> <li>• Science Vs Creation / creation and dominion.</li> <li>• Sacred earth (Native Americans)</li> <li>• Hindu views on the earth (Brahman and Chipko)</li> </ul>	<ul style="list-style-type: none"> <li>• Relevance to current issues in society.</li> <li>• Includes non-religious views and attitudes.</li> <li>• Link to GCSE RS: Theme B: Religion and Life.</li> <li>• Link to GCSE RS: Paper 1 – karma and reincarnation.</li> </ul>
Term 1-2	<ul style="list-style-type: none"> <li>• To know what worship is.</li> <li>• Christian worship: church building and features and how Christians worship, inc. Holy Communion.</li> <li>• Muslim worship: mosque building and features and how Muslims worship, inc. Wudu and prayer.</li> </ul>	<ul style="list-style-type: none"> <li>• Link to GCSE Paper 1: Religious practices.</li> <li>• Develops an understanding of religious views and opinions relevant to multicultural Britain.</li> </ul>
Term 2-1	<ul style="list-style-type: none"> <li>• What does the term Just War mean?</li> <li>• What is a Holy War?</li> <li>• Simon Weisenthal. Is it right to avenge evil?</li> <li>• Pacifism – Quakers.</li> <li>• Pacifism - Buddhist view on war.</li> </ul>	<ul style="list-style-type: none"> <li>• Develops an understanding of a topical issue relevant to society, both globally and in the UK.</li> <li>• Links to Paper 2: Theme D.</li> </ul>



	<ul style="list-style-type: none"> <li>• Reconciliation and dialogue.</li> </ul>	
Term 2-2	<ul style="list-style-type: none"> <li>• To learn about Sewa and the Langar.</li> <li>• To look at bible teachings on poverty.</li> <li>• To learn about the story of Naboth's Vineyard.</li> <li>• To know who Oscar Romero is.</li> <li>• To learn about the work of the Tearfund.</li> </ul>	<ul style="list-style-type: none"> <li>• To offer a varied curriculum and develop understanding of issues relevant to society.</li> <li>• Links to GCSE RS: Theme F.</li> </ul>
Term 3-1	<ul style="list-style-type: none"> <li>• Key terms: Prejudice and discrimination.</li> <li>• To learn about Gandhi's life and death.</li> <li>• To learn about Martin Luther King.</li> <li>• To learn about gender prejudice and discrimination.</li> </ul>	<ul style="list-style-type: none"> <li>• To offer a varied curriculum and develop understanding of issues relevant to society.</li> <li>• Links to GCSE RS: Theme D.</li> <li>• Links to GCSE RS: Theme A.</li> </ul>
Term 3-2	<ul style="list-style-type: none"> <li>• To know what Christians believe about the soul and afterlife.</li> <li>• To know what Buddhists believe about the soul and rebirth.</li> </ul>	<ul style="list-style-type: none"> <li>• Links to GCSE RS: Paper 1.</li> <li>• Links to GCSE RS: Theme F.</li> </ul>



Curriculum Intent

Subject: Music

Year: 8





	What?	Why?	National Curriculum Links
<p>Term 1-1</p> <p>Performance</p>	<p><b>Band Skills 1</b></p> <p>Students choose their own ensemble and ensure each role within a band is performed.</p> <p>This is an opportunity to explore drums, guitar, bass and aim to perform a song of their own choice.</p>	<p>They should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement.</p> <p>To learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence.</p> <p>To understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.</p> <p>To play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression.</p>	<p>Have the opportunity to learn a musical instrument.... and have the opportunity to progress to the next level of musical excellence.</p> <p>Play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression.</p> <p>Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions.</p>
<p>Term 1-2</p>	<p>Famous Composers and Christmas music.</p>	<p>Continue to build on keyboard technical development through extended exercises building their performance skills.</p>	



<p>Performance</p>		<p>Use their understanding of notation as an aide to learning a number of solo performance pieces.</p> <p>Introduce the life and sounds of Beethoven.</p> <p>Utilise the skills and knowledge developed to learn from a selection of Christmas music.</p>	<p>To listen with increasing discrimination to a wide range of music from great composers and musicians.</p> <p>To develop a deepening understanding of the music that they perform and to which they listen, and its history.</p>
<p>Term 2-1</p> <p>Composition</p>	<p>Film Music</p> <p>The Woman in Black</p> <p>Compose music to accompany the trailer to the film 'The Woman in Black'</p> <p>Understand theme's music roles, tonality, underscore, tension, dynamics and orchestration.</p>	<p>To learn the elements and roles of music in film, such as leitmotif, tonality, underscore and foley.</p> <p>Prepare fundamental knowledge to accompany the GCSE specification element on film music.</p>	<p>To use technology appropriately and have the opportunity to progress to the next level of musical excellence.</p> <p>To use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions.</p> <p>To identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices.</p>
<p>Term 2-2</p> <p>Performance</p>	<p>Band Skills 2</p> <p>Choose and learn an instrument.</p> <p>Play a part of varying degrees of difficulty, within a song of their choice.</p>	<p>Students choose their own ensemble and ensure each role within a band is performed.</p> <p>This is an opportunity to explore drums, guitar, bass and aim to perform a song of their own choice.</p> <p>An opportunity to learn about the GCSE performance expectation and prepare a performance.</p>	<p>Engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement.</p> <p>To learn to sing and to use their voices, to create music on their own and with others.</p>



	<p>Create an ensemble performance.</p>		<p>Have the opportunity to learn a musical instrument, to progress to the next level of musical excellence.</p> <p>To understand and explore how music is created, produced and communicated, through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.</p> <p>To play and perform confidently in a range of ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression.</p>
<p>Term 3-1</p> <p>Performance</p>	<p>Class song</p> <p>Three Little Birds</p> <p>Be able to hold an instrumental part of an ensemble performance playing an instrument of their choice.</p>	<p>Understand the expectations of ensemble performance. Learning individual parts, personal performance responsibility. How to practice and develop as a musician in preparation for the GCSE recordings.</p>	<p>Have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence.</p> <p>Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.</p>
<p>3-2</p> <p>Composition</p>	<p>Pop Song Composition</p> <p>Use a number of ICT based resources to create your own pop song.</p>	<p>Use a variety of ICT based resources to create a pop composition.</p> <p>Understand the elements involved using our crucial knowledge, and all the experiences we have had over the last two years, to pull all the elements together to create a song of their chosen style.</p> <p>Composition is a key element of the GCSE specification 30% of their marks.</p>	<p>Use technology appropriately and have the opportunity to progress to the next level of musical excellence.</p> <p>Explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure.</p>

Area	What?	Why?
<p><b>SRE</b></p> 	<ul style="list-style-type: none"> <li>• Reporting online abuse</li> <li>• Online Coercion</li> <li>• Knife Crime</li> <li>• Relationships (romantic), LGBTQ+</li> <li>• Sex and Alcohol Under Close Examination, STI, High Risk Behaviours</li> <li>• First Aid/Emergency Aid</li> <li>• Racism</li> <li>• Positive Mental Health</li> </ul>	<ul style="list-style-type: none"> <li>• There are many places you can report online issues/abuse, such as CEOP, Childline and the Police.</li> <li>• Social Media and other online discussion platforms can be used by people to coerce you into doing things you would not normally do.</li> <li>• Carrying or using a knife as a weapon/threat is a dangerous and illegal activity.</li> <li>• As we start puberty, we often seek to start romantic relationships; these should be positive and supportive.</li> <li>• Wanting to act older than you are carries health risks, especially involving alcohol and sexual activity.</li> <li>• Knowing basic Emergency Aid such as the Recovery Position and CPR saves lives.</li> <li>• Having respect for others helps to develop our self-confidence and mental health.</li> <li>• Recognising issues like depression, stress and anxiety help greatly in developing a positive Mental Health.</li> </ul>
<p><b>Citizenship</b></p> 	<ul style="list-style-type: none"> <li>• Groups in Society, Racism, what is the UK</li> <li>• Voting and Elections, How the Government works Locally and Nationally</li> </ul>	<ul style="list-style-type: none"> <li>• The UK is made of many peoples from differing backgrounds; this should be celebrated not used to make others feel bad.</li> <li>• Voting enables anyone over the age of 18 to have a say in who organises and runs the Government, both in your local area and Nationally by selecting Police Chiefs, Council Members, MPs and Political Parties.</li> </ul>
<p><b>Careers</b></p> 	<ul style="list-style-type: none"> <li>• Option Process</li> <li>• Post 16 Options/Pathways</li> <li>• Exploring the world of work</li> </ul>	<ul style="list-style-type: none"> <li>• Choosing the right GCSE subjects will help develop key skills you need in the future (jobs).</li> <li>• After School there are many options available including College, University or more Work Based pathways such as Apprenticeships.</li> <li>• Exploring industries/jobs enables us to see the range of possible jobs available; key in developing aspirations and skills.</li> </ul>
<p><b>Finance</b></p> 	<ul style="list-style-type: none"> <li>• Paying options</li> <li>• Bank Accounts and Statements</li> <li>• Budgeting, Lending and Saving</li> </ul>	<ul style="list-style-type: none"> <li>• A key benefit of working is being paid; from your wages, Tax, National Insurance and other deductions pay for services you access.</li> <li>• Bank accounts are vital in managing finances and enable us to track and use our money.</li> <li>• Budgeting concerns balancing your income with your outgoings, to prevent debt and financial difficulties, enabling longer term planning/savings.</li> </ul>