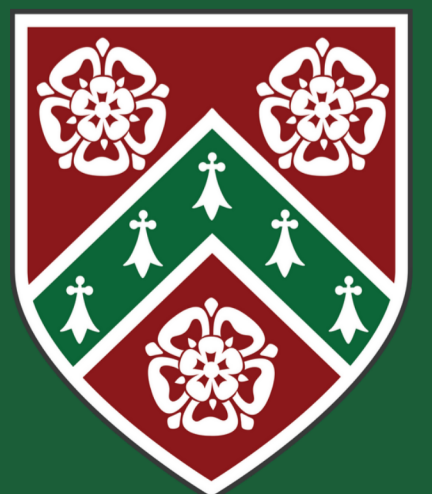


HONLEY HIGH SCHOOL

YEAR 8 CURRICULUM 2023-2024

STRIVE FOR THE HIGHEST



Head of Year: Mr O Restall (o.restall@honley.tlt.school)

Pastoral Head of Year: Miss T Symms (t.symms@honley.tlt.school)

Year 8

	English	Maths	Science	History	Geography	Spanish	Art	Music	Drama	RS	ICT	PE	Technology	iGen	Total
Number of lessons	8	7	6	3	3	4	2	2	2	2	2	4	4	1	50

Students are taught in ability groups in Mathematics only.



English Year 8

AUTUMN 1

Animal Farm– Class Novel

- Exploring the allegory of the story and the political background to the Russian Revolution. Finding out about the writer. Understanding persuasive language and methods
- Studying Orwell’s use of persuasive language in speeches by the characters. Learning about effective rhetoric – creating and presenting a speech from the viewpoint of one of the characters in the novel
- Focusing on short extracts from the text and analysing the writer’s craft – what, how and why?

Prior Learning

Revisiting persuasive language from Key Stage Two.
Analysis of extracts from Year 7 schemes.

AUTUMN 2

Dystopian Literature

- What is a utopia and what is a dystopia? Analysis of how dystopian ideas are presented through text extracts: 1984, Fahrenheit 451, The Bees
- How do we start to analyse unfamiliar texts? Looking at a language question: How does the writer use language to...
- Writing the opening of a dystopian narrative. How can we use sentence structures and vocabulary to create a dystopian mood and atmosphere, as well as engaging our reader?

Prior Learning

Analysis of unseen texts: Year 7.
Revision of language techniques and terminology from Key Stage Two and Year 7 prose studies.
Revision of sentence structures and vocabulary.

SPRING 1

Shakespearean Tragedy – Romeo & Juliet

- Understanding Shakespearean genres: what makes a tragedy? The role of fate and destiny. What is the Prologue for? Who are the Montagues and Capulets and why are they feuding? The theme of love: how is it different from today’s world for these characters?
- Understanding Shakespeare’s language: grammatical differences, obsolete vocabulary, and figurative language. Exploring key scenes in detail using new knowledge
- Understanding Shakespeare’s characters: the role of the father in Shakespeare’s time, and in modern times. How was marriage different then? Writing a speech from a character’s point of view: How do we construct effective arguments? The art of rhetoric

Prior Learning

Looking at key images or ideas in key scenes, revisiting skills from Year 7 Shakespeare unit.
Linking back to speech skills in Year 8 Animal Farm unit.

SPRING 2

Classics

- Introducing some well-known and less well-known texts from Classic Literature. Becoming familiar with character and plot, and how the stories have moral messages. Introduction to more ambitious vocabulary and grammatical structures to improve their writing.

Prior Learning

Narrative structures.
Cultural capital/context.

SUMMER 1

Gothic Literature

- Exploring the genre of Gothic Literature from early examples to modern interpretations: what makes a text Gothic? How do writers use plot, setting and character to create a Gothic text?
- Building on knowledge acquired through the unit and using this to create descriptive and narrative writing in the Gothic genre
- In addition to the variety of text extracts studied, this year we will be investigating in more detail one of the most famous and enduring Gothic texts – Frankenstein

Prior Learning

Developing understanding of narrative types, building on dystopian fiction. Awareness of historical context.

SUMMER 2

Poetry

- A collection of poems on the theme of childhood, developing knowledge of poetic conventions and poetry from different ages and genres. Developing our understanding of poetic form

Prior Learning

Building on the skills from the Poetry unit in Year 7.

CAREERS LINKS

Author, nurse, teacher, presenter, politician, public speaker, editor, screen writer, lawyer, university lecturer, journalist, broadcaster

CHARACTER LINKS

Moral character (using traits of compassion, courage, honesty, respect when exploring issues such as grief and isolation). Civic virtues (citizenship, community when considering poetic forms linked to different cultures and historic traditions). Intellectual virtues (critical thinking, reasoning, reflection). Performance virtues (confidence, resilience)

KEY ASSESSMENT DATES

Each half-termly unit of work will include 2 short assessments to measure progress, and an end-of-unit assessment that will be marked numerically. In Summer Term 2, there will be an end-of-year assessment that revisit knowledge and skills from texts taught earlier in the year.

NITIMUR IN EXCELSIS – STRIVE FOR THE HIGHEST



Maths Year 8

AUTUMN 1

Ratio and Scale <ul style="list-style-type: none"> - Simplifying ratio - Sharing into a ratio 	Multiplicative Change <ul style="list-style-type: none"> - Direct proportion - Scale diagrams - Currency conversion - Similar shapes 	Multiplying and Dividing Fractions <ul style="list-style-type: none"> - Mixed numbers - Simple algebraic fractions 	Prior Learning Multiplicative relationships (Year 7) Convert metric units (Year 7)
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AUTUMN 2

Working in the Cartesian Plane <ul style="list-style-type: none"> - Simple straight line graphs - Gradient - $y = mx + c$ 	Representing Data <ul style="list-style-type: none"> - Scatter graphs - Frequency tables - Two-way tables 	Tables and Probability <ul style="list-style-type: none"> - Sample space diagrams - Venn diagrams 	Prior Learning Represent functions graphically (Year 7) Language of probability (Year 7) Probability scale (Year 7)
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SPRING 1

Brackets, Equations & Inequalities <ul style="list-style-type: none"> - Expanding brackets - Factorising - Solving equations and inequalities 	Sequences and Indices <ul style="list-style-type: none"> - Nth term - Index laws 	Prior Learning Form and solve one-step and two-step equations (Year 7) Recognise linear and non-linear sequences (Year 7) Generate sequences (Year 7)
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SPRING 2

Fractions and Percentages <ul style="list-style-type: none"> - Multipliers - Reverse percentages 	Standard Form <ul style="list-style-type: none"> - Powers of 10 - Writing in standard form - Calculating in standard form 	Number Sense <ul style="list-style-type: none"> - Rounding to decimal places - Error intervals - Metric units 	Prior Learning Percentage of amounts (Year 7) Equivalent fractions, decimals and percentages (Year 7) Round numbers to powers of 10 (Year 7)
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SUMMER 1

Angles in Parallel Lines and Polygons <ul style="list-style-type: none"> - Angles on parallel lines' - Angles in polygons - Constructions 	Area of Trapezia and Circles <ul style="list-style-type: none"> - Area of a trapezium - Area of a circle - Perimeter and area of compound shapes 	Line Symmetry and Reflection <ul style="list-style-type: none"> - Reflecting shapes 	Prior Learning Area (Year 7) Properties of triangles and quadrilaterals (Year 7) Angle facts (Year 7)
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SUMMER 2

The Data Handling Cycle <ul style="list-style-type: none"> - Questionnaires - Pictograms and bar charts - Pie charts - Comparing distributions 	Measures of Location <ul style="list-style-type: none"> - Mean, median and mode - Mean from a table 	Prior Learning Interpret pie charts (Year 7) Line and bar charts (Year 7)
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CAREERS LINKS

Accountancy, Chef, Banking Insurance, Bookmaking, Risk Analyst, News Reporting, Analyst, Businessperson, Performance Analyst. Actuaries, Economist, Meteorologist, Carpenter, Welder, Construction, Architecture, Joinery, Games Designer, Software Design & IT, Engineering, Catering, Hairdressing

CHARACTER LINKS

Perseverance and determination skills are fostered (performance virtues) particularly when students do not arrive at the correct answer first time and when trial and error skills are needed. Project work encourages critical thinking, judgement and reasoning skills (intellectual virtues) to arrive at the outcome

KEY ASSESSMENT DATES

Summative assessment w/c 12 June 2024



Science Year 8

AUTUMN 1

Electromagnets 1

Circuit symbols, series and parallel circuits, current, voltage & resistance.

Energy 2

Heating & Cooling, thermal energy transfers. Insulation.

Prior Learning

Construct a series circuit using and identifying cells, wires, bulbs, switches & buzzers (KS2)
Y7 – Energy stores & Transfers and efficiency.
Y8 – Electricity generation

CAREERS LINKS

Health & safety officer, microbiologist, analytical chemist, physicist, particle physicist, physiotherapist, mechanical engineers, sound engineers, studio technicians, astrophysicist, optician, geologist, aeronautics engineers.

AUTUMN 2

Genes 2

Introduction to genetics, DNA, chromosomes, variation, extinction.

Earth 2

Early atmosphere, today's atmosphere, global warming. Extraction of metals, metal oxides/carbonates, displacement.

Prior Learning

Y7 - Variation between individuals of the same species.
Properties and Reactions of Metals and Non-metals. Acids/alkalis

SPRING 1

Matter 2

The Periodic Table, Metals and non-metals, groups 1, 7, 0. Elements, Compounds, naming conventions & Chemical Formulae.

Reactions 2

Equations, combustion, thermal decomposition, exo/endermotic reactions. Conservation of mass

Prior Learning

Y7 – Properties and Reactions of Metals and Non-metals.
Acids/alkalis and the pH scale
Mixtures & pure substance,
Properties and Reactions of Metals and Non-metals. Acids/alkalis

CHARACTER LINKS

Motivation, resilience and teamwork (performance virtues). Confidence and determination Listening, critical thinking and problem solving (intellectual virtues). Consideration and construction of moral and ethical arguments in science (moral virtues)

SPRING 2

Reactions 2

Equations, combustion, thermal decomposition, exo/endermotic reactions. Conservation of mass

Prior Learning

Y7 – Mixtures & pure substance, Properties and Reactions of Metals and Non-metals. Acids/alkalis and the pH scale

KEY ASSESSMENT DATES

Half termly summative assessments in the following weeks:
Autumn 1 – 16/10/23
Autumn 2 – 11/12/23
Spring 1 – 29/01/24
Spring 2 – 04/03/24
Summer 1 – 29/04/24
Summer 2 – 03/06/24

SUMMER 1

Forces 2

Work done, stretching and squashing, moments and levers. Balanced / unbalanced forces, resultant forces, friction, air resistance. Pressure = force / area, water pressure, hydraulics

Ecosystems 2

Respiration equation, circulatory system, anaerobic respiration. Photosynthesis equation, Plant and leaf structure, factors affecting photosynthesis.

Prior Learning

Y7 – Forces, Acceleration, Gravity mass & weight,
Y7 - Communities in Habitats.
Food chains and webs, predator/prey cycles.

SUMMER 2

Electromagnets 2

Magnetism, how magnets interact. How you create and change the strength of an electromagnet. The uses of magnets

Waves 2

Transverse and Longitudinal Waves with examples. The behaviour of waves, ultrasound, echolocation.

Prior Learning

KS2 – Magnets
Y7 – Waves 1

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Geography Year 8

AUTUMN 1

How does water affect our landscapes?

Students will learn about the geomorphic processes which work to shape our landscapes. They will be able to identify a variety of different coastal landforms and explain how they are created; they will look at issues associated with coastal erosion and how this can be managed.

Prior Learning

From KS1, students will have the key vocabulary associated with rivers and coasts. And from KS2, they will be able to identify key features found along rivers and coastlines.

AUTUMN 2

Students will be able to identify a variety of different river landforms and explain how they are created, They will look at issues associated with flooding and they will evaluate the response to a flooding case study.

Prior Learning

From KS1, students will have the key vocabulary associated with rivers and coasts. And from KS2, they will be able to identify key features found along rivers and coastlines.

SPRING 1

Where are all the people?

Students will investigate how the world's population has changed over time and the issues associated with overpopulation. They will look at strategies to control population growth and evaluate the success of China's one child policy.

Prior Learning

Students studies population density in Year 7 in Ethiopia and push and pull factors in their urbanisation topic.

SPRING 2

Where are all the people?

Students will investigate the world's refugee crisis and look at why people become refugees. They will end the unit by looking at how a country's population changes over time and how this has impacted the UK by investigation the causes, impacts and responses to the ageing population in the UK.

Prior Learning

Students studies population density in Year 7 in Ethiopia and push and pull factors in their urbanisation topic

SUMMER 1

Sustainable Cities

Students will investigate the causes and impacts of climate change. They will explore how as, global citizens that they can make changes through sustainable living with a focus on energy use. They will end the topic by evaluating case studies of sustainable living.

Prior Learning

Students looked at the melting of glaciers as an impact of climate change in their Y7 topic of geographical wonders.

SUMMER 2

Weather and Climate

Students will investigate what the difference is between weather and climate and what the factors are which affect climate. They will learn what a microclimate is and complete a microclimate enquiry around the school site. They will end the topic by looking at what happens when the weather goes wild.

Prior Learning

In KS2, students will have studied the water cycle and climate zones.

CAREERS LINKS

Cartographer, volcanologist, G.I.S data analyst, National Park ranger, town planner tour guide.
Glaciologist, engineer, climatologist, oceanographer, research scientist, environmental awareness farmer, food processing, geologist, plantation farming, hydrologist.

CHARACTER LINKS

Students are encouraged to become curious of the world we live in. Students are able to form justified opinions of geographical issues.

KEY ASSESSMENT DATES

1. Spit formation – Autumn 1
2. Coastal management strategies – Autumn 1
3. Causes of floods – Autumn 2
4. End of unit assessment - Autumn 2
5. Overpopulation Spring 1
6. Refugees – Spring 1
7. Ageing population – Spring 2
8. End of unit assessment – Spring 2
9. Impacts of climate change – Summer 1
10. Sustainable cities – Summer 1
11. End pf year assessment – Summer 2
12. Microclimate -Summer 2

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History Year 8

AUTUMN 1

The industrial Revolution

1. Introduction to the Industrial Revolution
2. The Domestic System
3. Richard Arkwright
4. Child Labour
5. Interpretations of Child Labour
6. Jobs in the Industrial Revolution
7. Inventors in the Industrial Revolution
8. Transport in the Industrial Revolution
9. Public Health in the Industrial Revolution Part 1: Housing, pollution cholera.

Prior Learning

Students will develop their knowledge of the skills and concepts studied in Y7, including historical interpretations and source analysis.

CAREERS LINKS

Journalism, Political Advisor
Solicitor, Police
Teaching, Museum Curator
Human Resources, Marketing
Charities, Banking
TV and Radio Broadcasting

AUTUMN 2

Crime and Punishment

1. Medieval Crime and Punishment
2. 19th Century Crime and Punishment
3. Whitechapel in the 19th Century

The History of Medicine

1. Medieval Crime and Punishment
2. 19th Century Crime and Punishment
3. Whitechapel in the 19th Centu

Prior Learning

Medieval Life (Y7)
Industrial Revolution (Y8 HT1).
Students will build on their prior learning of how to describe historical events

CHARACTER LINKS

Considering institutions such as the Church, State and Monarch fosters critical thinking, curiosity, judgement, and reasoning skills (intellectual virtues). Skills of reflection and resourcefulness are essential (intellectual virtues) when determining interpretations of historical events/causes/effects.

SPRING 1

The History of Medicine

4. Pre- Industrial Revolution medicine
5. The Consequences of the Black Death
6. Edward Jenner and Vaccination

The History of Medicine Continued

7. Louis Pasteur and Robert Koch
8. Alexander Fleming and the Discovery of Penicillin
9. Medieval Surgery
10. Developments in Surgery

Prior Learning

Medieval Life (Y7)
Industrial Revolution (Y8 HT1).
Students will develop their understanding of historical significance

KEY ASSESSMENT DATES

Autumn 1

Source analysis of the Industrial Revolution
Source utility- pollution in Industrial towns

Autumn 2

Similarities - Black Death and Cholera
Source utility Edward Jenner

Spring 1

End of Unit – Industrial Revolution

Spring 2

The significance and Partition
Interpretations of the British Empire

Summer 1

Explain the success of the Civil Rights Movement

Summer 2

End of Year Assessment
Interpretations of the Suffragettes

SPRING 2

The British Empire

1. What was The British Empire?
2. What did Britain have an Empire?
3. Empire builders

The Impact of the British Empire

1. The Aborigines
2. Impact of the East India Company on India
3. The Partition of India.
4. The Koh-i- Nor
5. The Windrush Generation

Prior Learning

Industrial Revolution (Y8 HT1)
Students will develop understanding of historical interpretations and sources

SUMMER 1

The Slave Trade

1. Africa Before Slavery
2. Slave trade and the Middle Passage.
3. Slave Auctions and Life on the Plantations
4. The Abolition of Slavery

The Civil Rights Movement

1. Introduction
2. Civil Rights Protestors
3. Peaceful protesters

Prior Learning

Students will bring together all of the skills, concepts and contextual knowledge that they have learnt in Y8

SUMMER 2

The Civil Rights Movement continued

1. Martin Luther King Jnr
2. Malcolm X

The Women's Campaign for the Vote

1. Problems facing women in the early 20th Century
2. The Suffragettes and the Suffragists
3. The impact in WW1 in gaining women the vote for women

Prior Learning

Slavery Y8 HT3
Black Americans Y8 HT5
Students will further develop their understanding of historical interpretations



Spanish Year 8

AUTUMN 1

Topic 1
Where you live and used to live
What's in your town- past, present and future

Prior Learning
Present tense (Y7)
Adjectival position and agreement (Y7)
Opinion phrases (Y7)

CAREERS LINKS

Journalist, translator, shop assistant, tour guide, civil servant, town planner

AUTUMN 2

Topic 1
Where you live and used to live
What's in your town- past, present and future

Topic 2
What you can do in your town

Prior Learning
Infinitive use (Y7)

SPRING 1

Topic 3
Mobile phone use.
Suelo/solía +infintive'
Present tense
Opinions and reasons

Prior Learning
Present tense (Y7)
Opinion phrases (Y7)
Adjectives and agreement (Y7)
Frequency phrases (Y7)
Suelo/solía +infinitive (Y8)

CHARACTER LINKS

Performance virtues (confidence, resilience)
Civic virtues (citizenship, community)
Intellectual virtues (critical thinking, reasoning, reflection)
Moral character (compassion, courage, honesty, respect)

SPRING 2

Topic 4
Opinions on music and Tv

Prior Learning
Free time activities (Y7)
Frequency phrases (Y7)
Tense knowledge (Y7)

SUMMER 1

Topic 5
What you did at the weekend
preterite tense

Prior Learning
Tense knowledge and understanding infinitives (Y7/Y8)
Adjectives (Y7)
Opinion phrases (Y7)

KEY ASSESSMENT DATES

Fortnightly vocabulary tests
W/C 9 October- translation
W/C 11 December- speaking assessment
W/C 6 May- reading and listening assessments

SUMMER 2

Topic 6
Food
English and Spanish mealtimes
3 tenses

Prior Learning
Present tense (Y7)
Perterite tense (Y8)
Adjectives (Y7)
Past tense (Y8)

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Religious Studies Year 8

AUTUMN 1

Theology: What beliefs are at the heart of Christianity?

Students will explore key beliefs about Jesus including incarnation, crucifixion and resurrection. They will consider the relevance of the Bible today and why the teachings of Jesus on forgiveness is a challenging idea.

Prior Learning

Students will build on concepts and teachings taught in primary school and in Y7. They will build knowledge and understanding of a growing world faith.

AUTUMN 2

Social Science: What is prejudice and discrimination?

Students will explore the themes of tolerance, respect for all and what can be done to reduce the harmful impact of racism and prejudice in society today.

Prior Learning

Students will build on key concepts and reasoning skills developed in Y7. They will continue to evaluate a variety of viewpoints including their own.

SPRING 1

Philosophy/History: Keeping the memory of the Holocaust alive.

Students will learn about how what life was like in the 1930s for Jewish families and how life began to change in the 1940s. They will learn why and how we should remember the Holocaust.

Prior Learning

Students will build on key concepts and ideas of injustice from Year 7 and they will be invited to consider how they can cultivate an open mind and reduce their own prejudice.

SPRING 2

Theology/Social Science: How is Judaism practised in the UK today?

Students will develop their understanding of the diversity in beliefs and practices within Judaism in the UK today. They will explore what kinds of challenges Jewish people face including anti-Semitism.

Prior Learning

Students will build on the key ideas and views from the previous unit and learning of Judaism in KS2. Expressing well informed views will continue to be cultivated.

SUMMER 1

Theology: Islam: What are the key beliefs and practices?

Students will explore the question: Why is the Prophet Muhammad important? They will develop an understanding of the Five Pillars of Islam and the differences between Sunni, Shi'a and Sufism groups of Muslims.

Prior Learning

This unit will follow on from the previous unit by connecting with the diversity of beliefs and practices within Judaism today and the importance of respect and tolerance of faith groups.

SUMMER 2

Social Science: Is marriage still relevant in modern day society?

Students will explain what marriage is and consider the differences between marriage, civil partnership and cohabitation. They will explore the marriage ceremony in Christianity, Judaism, Hinduism and Humanism.

Prior Learning

Students will build on key concepts and ideas of belief and practices. Students continue to develop their understanding of a growing faith and how beliefs influence someone's way of life.

CAREERS LINKS

Jobs and careers relating to working with people.

CHARACTER LINKS

Moral virtues such as compassion, respect and humility are fostered when examining faiths and belief systems. Curiosity, reflection and critical thinking are encouraged (intellectual virtues) when pursuing lines of enquiry into knowledge and truth.

KEY ASSESSMENT DATES

Students will be assessed regularly through questioning in lessons and written feedback to more formal assessments.

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AUTUMN 1

Addressing the following PSHCE areas through reading pages 9-118 of Refugee Boy (Benjamin Zephaniah)

Students will explore the following issues: Identity and being British, refugees & human rights, bullying and supporting one another in difficult times.

AUTUMN 2

Addressing the following PSHCE areas through reading pages 119-247 of Refugee Boy (Benjamin Zephaniah)

Students will explore the following issues: Confidence and self- Esteem, stereotypes, grief and loss.

SPRING 1

Addressing the following PSHCE areas through reading pages 248-293 of Refugee Boy (Benjamin Zephaniah)

Students will explore relevant themes including the political system of democratic government in the UK (KS3 citizenship curriculum).

SPRING 2

Addressing the following PSHCE areas through reading Stone Cold (Robert Swindells)

Students will explore relevant citizenship themes including Homelessness; Morality; the nature of rules, laws and the justice system, including the role of the police, courts and tribunals.

SUMMER 1

Addressing the following PSHCE areas through reading Stone Cold (Robert Swindells)

Students will explore linked themes, including aspirations; the world of work, drug awareness and county lines.

SUMMER 2

Addressing the following PSHCE areas through reading Stone Cold (Robert Swindells)

Students will explore homeless charities and support.

!Day: A Drop Down Day

Exploring relevant topics from the RSE, PSHE and Citizenship curriculum, including Sex Education; consent & contraception; CSE & grooming.

Prior Learning:

The iGen curriculum assumes that pupils will have covered all aspects of KS2 PSHCE and Citizenship. Topics from the PSHE, RSE and Citizenship curriculum covered in Y7 are revisited in a spiral fashion, embedding understanding, while remaining age appropriate. Aspects of the curriculum are embedded in the school values and covered in other subjects.

The learning of this subject is tied to the year-group novel where pupils cover topics related (where possible) to the chapters, promoting empathy alongside understanding.

Topics are selected from the government's curriculum guidelines to best fit with learning across the key stage. The topics are: Mental wellbeing; Internet Safety and Harms; Physical Health and Fitness; Healthy Eating; Drugs, Alcohol and Tobacco; Health and Prevention; Basic First Aid; Changing Adolescent Body; Citizenship.

CAREERS LINKS

Developing transferrable skills appropriate for all jobs.

CHARACTER LINKS

Empathy, personal values and role models.

KEY ASSESSMENT DATES

Assessment of understanding is ongoing.

No formal assessments take place



Drama Year 8

AUTUMN 1

Reconnect to the Explorative Strategies

All Year 8 students will reconnect with the six crucial tools of Drama: Tableaux, Thought Tracking, Narration, Cross Cutting, Mime, Hot Seating. They will then use these tools to respond, shape, develop and rehearse an improvisation, which will form their first assessment.

Prior Learning

Refresh their skills on theatrical knowledge. They will use their experience from year 7 to create detailed improvisation material that is thoughtful and engaging.

AUTUMN 2

Pantomime

All students will explore the genre of pantomimes. We will look at the key conventions and historical context of a pantomime. Students will be introduced to the traditions of a pantomime using key skills and techniques to create engaging performances. Scripts of short version pantomimes will be used and storyline structures to allow students to develop their own pantomime performance.

Prior Learning

Students will use some explorative strategies from the previous half term such as narration and mime.

SPRING 1

Theatre in Education (TIE)

All students will explore the genre of TIE. We will look at the history and importance of TIE in the performing arts. Students will explore key skills and techniques to create engaging performances. They will explore TIE with the use of explorative strategies. Students will then create their own TIE performance based on a social issue.

Prior Learning

Students will use their experience of script work from the pantomime explored last term. They will use this prior knowledge to support how they interpret and perform a script effectively.

SPRING 2

Theatre in Education (TIE)

All students continue to explore the genre of TIE. Students will explore key skills and techniques to create engaging performances. They will explore practitioner Mark Wheeler's work and why he wrote plays for TIE. Students will then create a short performance using a script from Mark Wheeler's play 'Chicken' which is based around the topic of peer pressure and road safety.

Prior Learning

Students will use their experience of script work from the pantomime explored last term. They will use this prior knowledge to support how they interpret and perform a script effectively.

SUMMER 1

Grimm's Fairy Tales

Students will explore the play adaptation of Grimm's Fairy Tales by Carol Duffy. Students will re-create scenes using the script provided. We will look at stereotypes and the art of storytelling. All students will rehearse and develop one of the plays for performance.

Prior Learning

Students will use their work from topics explored throughout the year to create work that is creative and thoughtful.

SUMMER 2

Improvisation

Students will explore improvisation using a variety of methods such as themes, stimulus, and text. Students will also be introduced to park bench to develop characterisation and improvisation skills.

Prior Learning

Students will use their work from topics explored throughout the year to create work that is creative and thoughtful.

CAREERS LINKS

Teacher, actor, performer, presenter, writer, playwright, public service, communications, artist, industry professionals.

CHARACTER LINKS

Students are encouraged to develop confidence and motivation when performing in front of others (performance virtues). Curiosity, making judgements and reasoning skills are fostered (intellectual virtues) via the introduction of new dramatic material across the year.

KEY ASSESSMENT DATES

October

The Explorative Strategies

December

Pantomime

February

T.I.E

April/May

Grimm's Fairy Tales

July

Improvisation

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Music Year 8

AUTUMN 1&2

Rap and Hip Hop Music

Students will explore all aspects of the genre of Hip Hop through listening, performance, and composition. Students learn about the historical, social and geographical context of Hip Hop, learning about where it originated, how it originated, and the different musical elements featured within the genre.

Students will develop their keyboard skills by learning how to play a number of iconic Hip Hop riffs, further developing their music reading skills and practical keyboard skills from last year. Students will develop their compositional skills and demonstrate their knowledge of Hip Hop by composing their own Rap lyrics and developing a musical backing which include riffs, drumbeats and simple chord patterns.

Prior Learning

Year 7 song writing skills are employed. They should be able to orientate a musical keyboard and be able to use voice/style/tempo functions

CAREERS LINKS

Music Teacher, Music Therapist, Record Producer. Sound Engineer, Sound Designer, Sound Technician. Arts Administrator, Event Manager, Special Effects Technician.

CHARACTER LINKS

Skills of perseverance, resilience, and determination (performance virtues) when attempting to play instruments that students may not have previously encountered. Exploring different cultures and musical structures fosters respect (moral virtues) and community awareness and citizenship (civic virtues).

SPRING 1&2

Superhero Themes

Students will explore the different musical features and compositional techniques associated with Superhero themes, through a variety of listening, performance, and composition tasks. We will learn how a variety of different musical features can be used to portray a Superhero character through music. Musical foci include the use of pitch, tempo, tonality (major and minor) and melody. Students will use their new musical knowledge to create their own Superhero theme for their own character idea.

Prior Learning

Understanding of song structures and a range of elements from previous topics

KEY ASSESSMENT DATES

There is a summative assessment at the end of each topic in either performance or composition. These take place in October, December, February, April and July. There is also a listening 'quiz' which covers keywords and concepts for each scheme of work at the end of each unit.

SUMMER 1&2

Folk Music

Throughout this unit, Students will explore the different musical features and characteristics associated with Folk music and learn about the different traditional musical styles from a variety of countries and cultures. Through active listening and practical activities, Students will learn how to perform several traditional Folk songs and Sea shanties on the Keyboard and Ukulele. Students will also develop their knowledge of Yorkshire folk music from the local area. They will develop their skills on the Ukulele by learning how to play a variety of chords and compose their own Folk song.

Prior Learning

Building on keyboard and ukulele skills from Year 7 and song writing skills from Y7/8 are developed

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Art Year 8

AUTUMN 1

CUBIST SCULPTURE

Students will be introduced to the Cubist portraits artworks of Pablo Picasso and use this work as inspiration for their own Cubist inspired paper sculpture. The sculptures will need to be personal artworks that is creative but also continue to investigate the key ideas of fragmented portraiture. Sculptures will be embellished with a range of mark making and fine details.

Prior Learning
Y7 Polina Bright
Y7 Colour

AUTUMN 2

CUBIST PORTRAIT

Students will translate their Cubist portrait drawing into an observational drawing. After observing a range of viewpoints, the drawings that appear fragmented and abstracted. Artworks will be made using drawing materials, re-establishing drawing fundamentals of line, tone, shading, texture and layering.

Prior Learning
Y7 Polina Bright
Y7 Colour
Y8 Cubist Sculpture

SPRING 1

MYTHICAL BEASTS- MIXED MEDIA COLLAGE

Taking inspiration from Street Artist Alexis Diaz, students will produce their own complex mythical beast artworks. Through the collaging of printed images of medieval mythical creatures, students will create their own artworks. These collage designs will be embellished with a range of mark-making, colour and tones, using mixed media drawing materials and techniques

Prior Learning
Y7 Mixed Media
Year 8 Cubist Portrait-
Cubism, abstract portraits

SPRING 2

MYTHICAL BEASTS- MIXED MEDIA INK PAINTING

Taking inspiration from their mythical beast collages and illustrator Ralph Steadman, students will create a mixed media artwork combining, gestural drawing, Indian ink, biro, crayons and acrylic paints. Students will over lay materials to create layers within their colour and mark making, creating depth within their artworks.

Prior Learning
Y7 Colour
Y8 Mythical Beasts

SUMMER 1

GRIDDED PORTRAIT DRAWING

Introduction to using grids within drawing to create accurate reproduction of portrait. Students will create their own gridded portrait observational drawing, combining accurate proportions, a range of tones and mark making.

Prior Learning
Y7 Colour
Y8 Mythical Beasts

SUMMER 2

CHUCK CLOSE PORTRAIT DRAWING

Chuck Close's colourful grided portraits will act as inspiration for student's personal artwork. Students will create an enlarged grided portrait, which also included colour and pattern that replicates Chuck Close's artwork. Students will have the choice of pencil crayon and/or water colour. Regardless of material choice, artworks will need to demonstrate accurate control, variety of colours and range of tones. Student may also have an opportunity to develop their work into a larger scale oil pastel artwork.

Prior Learning
Y8 Mythical Beasts

CAREERS LINKS

Fine artist, photographers, mixed media artist. Shoe designers and fine artists, artists, sculptors, puppet makers, animators

CHARACTER LINKS

Respectful and honest feedback (moral virtues) given in peer assessment. Increased confidence and perseverance (performance virtues) Autonomy (intellectual virtues) when creating independent photographic responses.

KEY ASSESSMENT DATES

Formative teacher assessment and guidance is ongoing through lesson, the entire year.

Summative assessment takes place after each half terms work.

The timeline of projects might change slightly to better reflect student progress.

NITIMUR IN EXCELSIS – STRIVE FOR THE HIGHEST



AUTUMN 1

Phone Stand including Polymers

Students develop their knowledge and understanding of materials and process through the manufacture of an acrylic phone stand. Students revisit machines and processes from Yr7 as well as learning new processes such as buffing and line bending. Students learn about the differences and properties of 'Thermoforming' and 'Thermosetting' polymers.

Prior Learning
Workshop safety. Measuring and marking with accuracy and precision. Practical use of hand tools and machinery.

AUTUMN 2

Moisture Tester

Students learn about a range of electronic components and learn how to join them to create a plant moisture tester.

One- and Two-Point Perspective

Students learn how to draw in One- and Two-point perspective

Prior Learning
Students may have encountered perspective drawing

SPRING 1

Art Deco Clock

Students research the Art Deco design style and create a range of ideas for an Art deco inspired clock.

Prior Learning
Student will use drawing techniques and design strategies from YR7

Art Deco Clock

Student plan and make their Art deco inspired clock

Prior Learning
Knowledge of materials properties and manufacturing processes.

SUMMER 1

Storage box

Students will develop their understanding of woodworking with the manufacture of a small wooden storage box made with rebate joints

Isometric

Students will learn how to create an isometric drawing with colour of the storage box they have made.

Prior Learning
Knowledge of materials properties and manufacturing processes.

SUMMER 2

Bots

Students will use computers to control and sense Bots in the world around them.

SMART / Modern Materials

Students explore the possible applications and advantages of a range of smart and modern materials. These include Memory Shaping Alloys, Thermochromic Paints and Hydrogels.

Prior Learning
KS2 / KS3 Science

CAREERS LINKS

ICT Teacher, Graphic Designer, Games Developer, Product Designer, Engineer, CAD Designer, Architect or Engineer, Fashion Designer, Fabric Specialist, Costume Designer, Textile Technician or Textile Developer, Careers in Catering, Food hygiene, Product Development, Manufacturing and many more.

CHARACTER LINKS

Teamwork, responsibility when using tools and equipment (performance virtues), resilience, learning from failure, awareness of the needs of others, awareness of environmental issues (civic virtues), critical thinking, problem solving, making judgements, awareness of health and wellbeing (moral virtues).

KEY ASSESSMENT DATES

Students' knowledge and understanding will be assessed through practical and graphic outcomes and end-of-topic tests.

NITIMUR IN EXCELSIS – STRIVE FOR THE HIGHEST



Food and Textiles Year 8

AUTUMN 1

TEXTILES
Students will re-visit the sewing machine and begin to create a range of samples to support their design work on juggling balls.

FOOD
Students will look at Health Eating. They will re-cap the rubbing in method and learn how to make a sauce and how to work with high risk ingredients.

Prior Learning
Y7 - students are taught basic skills on the sewing machine and how to do a simple applique technique. Students are also taught how to collect and use secondary research to inspire their own design work.

CAREERS LINKS

ICT teacher, graphic designer, games developer, product designer, engineer, using CAD as a designer, architect or engineer, fashion designer, fabric specialist, costume designer, textile technician or textile developer, careers in catering, as a chef, food hygiene, product development, manufacturing and many more.

AUTUMN 2

TEXTILES
Students will design and begin to create the fabric for their juggling balls.

FOOD
Students will practice working with high risk ingredients. They will begin a project on the uses and properties of eggs.

Prior Learning
Y7 - research images for a mood board and produce some initial ideas. They then produce a final design idea which has been annotated.

CHARACTER LINKS

Teamwork, responsibility when using tools and equipment (performance virtues), resilience, learning from failure, awareness of the needs of others, awareness of environmental issues (civic virtues), critical thinking, problem solving, making judgements, awareness of health and wellbeing (moral virtues).

SPRING 1

TEXTILES
Students will finish and evaluate their juggling balls.

FOOD
Students will continue learning about eggs. They will learn how to adapt a recipe and how to nutritionally analyse a food product.

Prior Learning
Y7 - basic skills, pinning tacking and sew two basic stitches on the sewing machine.

SPRING 2 – ROTATION OF SUBJECTS

FOOD
Students will look at Health Eating. They will re-cap the rubbing in method and learn how to make a sauce and how to work with high risk ingredients.

TEXTILES
Students will re-visit the sewing machine and begin to create a range of samples to support their design work on juggling balls.

Prior Learning
Y7 - working safely, working hygienically, how to use the bridge and claw grips, using the oven safely, how to do the rubbing in method

KEY ASSESSMENT DATES

Assessments will take place throughout the topics:

- Construction of juggling bean bags
- Assess macaroni cheese dish practical
- Understanding of food safety test
- Egg theory test

Students will study ½ a year of Food and ½ a year of Textiles, rotating at February half term

SUMMER 1

FOOD
Students will practice working with high risk ingredients. They will begin a project on the uses and properties of eggs.

TEXTILES
Students will design and begin to create the fabric for their juggling balls.

Prior Learning
Y7 - Students know how to work safely and hygienically in the food work shop.

SUMMER 2

FOOD
Students will continue learning about eggs. They will learn how to adapt a recipe and how to nutritionally analyse a food product.

TEXTILES
Students will finish and evaluate their juggling balls.

Prior Learning
Y7 - working safely, working hygienically, the bridge and claw grips, using the oven and the rubbing in method.

NITIMUR IN EXCELSIS – STRIVE FOR THE HIGHEST



ICT/Computing Year 8

AUTUMN 1

Introduction to the network: This stand alone lesson is an introduction for students on how to use and respect our ICT equipment and policy.

Python: Students will develop on their previous learning of the three programming constructs sequence, selection and iteration. Students will be able to apply computational thinking using decomposition and problem-solving skills and techniques, to come to a desired solution for a given problem.

Prior Learning
Scratch programming in Year 7.

CAREERS LINKS

Cyber Security, ICT Teacher, Graphic Designer, Games Developer, Web Programmer

AUTUMN 2

Bebras: During the delivery of the Data representation unit the Bebras window opens – there will be a three-lesson recap of Bebras. Bebras enables Students to learn about decomposition, pattern recognition, abstraction and algorithms and the role each concept plays in computational thinking (problem solving). All Students will take part in the national Bebras challenge. They will complete tasks at an intermediate level.

E-Safety Recap: Stand alone lesson recapping the importance of e-safety

Data Representation: Learning how computers store and represent data. In this unit we will cover how to execute key unit conversions including, converting from binary digits to denary, binary to hexadecimal and hexadecimal to denary. Students will also identify how many bits there are in a given binary digit number and how to identify an overflow error during binary addition calculations and binary shifting.

Prior Learning
During KS2 computing curriculum, students have had a basic introduction to binary and computing logic. Students have also completed the Bebras challenges in Years 7 & 8.

CHARACTER LINKS

Across the academic year, students are encouraged to develop respect for their own and peers’ work (moral virtues), as well as confidence and perseverance to ascertain new skills (performance virtues)

SPRING 1

Data Representation continued...

Learning how computers store and represent data. In this unit we will cover how to execute key unit conversions including, converting from binary digits to denary, binary to hexadecimal and hexadecimal to denary. Students will also identify how many bits there are in a given binary digit number and how to identify an overflow error during binary addition calculations and binary shifting. Students will also learn about network topologies in a stand-alone lesson prior to half term. This is part of unit 8.0 which is taught across the academic year

Prior Learning
During KS2 computing curriculum, students have had a basic introduction to binary and computing logic.

SPRING 2

E-Safety Recap: Stand alone lesson recapping the importance of e-safety

Multimedia: A project giving the opportunity to combine multimedia components to create a digital product. Students will analyse published multimedia products and develop their own multimedia products incorporating a wide variety of features, including animation and high-quality graphics.

Prior Learning
Multimedia skills in PowerPoint. Programming skills from Year 7 Scratch and Microbits unit.

KEY ASSESSMENT DATES

Autumn 1: Unit 8.1 Python
Autumn 2: Unit 8.2 Bebras
Spring 1: Unit 8.3 Data representation
Summer 1: Unit 8.4 Multimedia & EOY assessment
Summer 2: Unit 8.5 Flowgorithm

SUMMER 1

Multimedia continued....

A project giving the opportunity to combine multimedia components to create a digital product. Students will analyse published multimedia products and develop their own multimedia products incorporating a wide variety of features, including animation and high-quality graphics.

E-Safety Recap: Stand alone lesson recapping the importance of e-safety

EOY Assessment - Students will also complete part of their EOY assessment this half term

Prior Learning
Multimedia skills in PowerPoint. Programming skills from Year 7 Scratch and Microbits unit.

SUMMER 2

EOY Assessment: students will complete the second part of their EOY assessment

Flowgorithm: Students will develop on their previous learning from the Python unit and continue building their knowledge and understanding of the three programming constructs sequence, selection and iteration. Students will be able to apply computational thinking using decomposition and problem-solving skills and techniques, to come to a desired solution for a given problem.

Prior Learning
Previous knowledge on design and development of multimedia products from the multimedia unit.

NITIMUR IN EXCELSIS – STRIVE FOR THE HIGHEST



PE Year 8 - Boys

AUTUMN 1 & 2 – ACTIVITIES FROM

<p>Football To continue developing skills: shooting, dribbling, ball manipulation, passing, running with the ball. Application of skills within a game. To continue developing an understanding of positions, roles and rules of the game.</p>	<p>Rugby To continue developing skills: ball handling, passing, receiving, running with the ball, scrums, rucking, attacking, defending (tackling). Application of skills: support play, decision making and tactical awareness within games.</p>	<p>Table Tennis To continue developing skills: grip, forehand & backhand push, serve, drive, topspin. Application of skills into a singles game. To understand the rules and scoring in a game.</p>	<p>Basketball To continue developing skills: passing, receiving, footwork, dribbling, set shot, layup, basic attacking and defending. Application of skills within a game. To develop an understanding of positions, roles and rules of the game.</p>	<p>Badminton To continue developing skills: grip technique (shake-hand), use a range of shots (backhand low and forehand high serve, overhead clear, net shots). Application of skills: being able to outwit an opponent, rules, scoring and positional play.</p>	<p>Handball To continue developing skills: passing, catching, dribbling, footwork, outwitting an opponent, defending. Application of skills: rules of the game, game play.</p>	<p>Prior Learning Learning builds on skills from Year 7.</p> <p>Experiences outside of school with clubs and extra-curricular.</p>
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CAREERS LINKS

Coaching
PE teaching
Refereeing/ umpiring
Fitness instructor
Physiotherapist
Sport scientist
Sports development officer
Leisure and tourism industry

CHARACTER LINKS

Strong character development throughout all PE activities.
Each activity promotes and encourages

- Goal setting and motivation (performance virtues).
- Overcoming barriers and challenges by perseverance and therefore developing resilience (performance virtues).
- Positive moral attributes e.g. courage, honesty, integrity and humility (moral virtues)
- Social confidence by listening to others, expressing views and showing courtesy and respect (moral virtues)

SPRING 1 & 2 – ACTIVITIES FROM

<p>Table Tennis To continue developing skills: grip, forehand & backhand push, serve, drive, topspin. Application of skills into a singles game. To understand the rules and scoring in a game.</p>	<p>Fitness To continue promoting a healthy active lifestyle. Basic understanding of heart rate, muscles and short/long term effects of exercise. Activities to include: walking, cross-country, circuit training, fitness suite.</p>	<p>Badminton To continue developing skills: grip technique (shake-hand), use a range of shots (backhand low and forehand high serve, overhead clear, net shots). Application of skills: being able to outwit an opponent, rules, scoring and positional play.</p>	<p>Rugby To continue developing skills: ball handling, passing, receiving, running with the ball, scrums, rucking, attacking, defending (tackling). Application of skills: support play, decision making and tactical awareness within games.</p>	<p>Handball To continue developing skills: passing, catching, dribbling, footwork, outwitting an opponent, defending. Application of skills: rules of the game, game play.</p>	<p>Inter-Form Develop competition, social skills and outwitting opponents.</p>	<p>Prior Learning Learning builds on skills from Year 7.</p> <p>Experiences outside of school with clubs and extra-curricular.</p>
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KEY ASSESSMENT DATES

Students are assessed at the end of each block/activity and updated on the tracker. The assessment is a two-part assessment, technical ability and impact.

SUMMER 1 & 2 – ACTIVITIES FROM

<p>Cricket To continue developing skills: throwing, catching, fielding, bowling, batting. Application of skills into a game. To understand and apply rules, roles and positions within a game.</p>	<p>Athletics Track To continue developing skills and techniques including running technique, sprint starts and pacing. To understand how the start (e.g. staggered) and pacing varies across different events (100m, 200m, 300m, 600m).</p>	<p>Athletics Field To continue developing skills and techniques for jumping and throwing. To understand the rules of competition and how to measure different field events. Events include long jump, shot, javelin.</p>	<p>Striking Games To continue developing skills: throwing, catching, fielding, bowling, batting. Application of skills into a game. To understand and apply rules, roles and positions within a game. To apply strategies and tactics.</p>	<p>Prior Learning Learning builds on skills from Year 7. Experiences outside of school with clubs and extra-curricular.</p>
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NITIMUR IN EXCELSIS – STRIVE FOR THE HIGHEST



PE Year 8 - Girls

AUTUMN 1 & 2 – ACTIVITIES FROM

Netball	Gymnastics	Fitness	Football	Rugby	Prior Learning
To continue developing skills: passing, catching, footwork, getting free (drives, dodging), marking the player and ball, shooting. Application of skills: rules, positioning, game play.	Partner balances: supporting in different ways. Linking moves using travel to create a routine considering formations and levels.	To continue promoting a healthy active lifestyle. Basic understanding of heart rate, muscles and short/long term effects of exercise. Activities to include: walking, cross-country, aerobics, boxercise, circuit training, fitness suite	To continue developing skills: shooting, dribbling, ball manipulation, passing, running with the ball. Application of skills within a game. To continue developing an understanding of positions, roles and rules of the game.	Developing skills: ball handling, passing, receiving, running with the ball, beating an opponent, tackling. Application of skills: support play, decision making and tactical awareness within games.	Learning builds on skills from Year 7. Experiences outside of school with clubs and extra-curricular.

CAREERS LINKS

Coaching
 PE teaching
 Refereeing/ umpiring
 Fitness instructor
 Physiotherapist
 Sport scientist
 Sports development officer
 Leisure and tourism industry

SPRING 1 & 2 – ACTIVITIES FROM

Football	Badminton	Rugby	Team Games	Inter-Form	Prior Learning
To continue developing skills: shooting, dribbling, ball manipulation, passing, running with the ball. Application of skills within a game. To continue developing an understanding of positions, roles and rules of the game.	To continue developing skills: grip technique (shake-hand), use a range of shots (backhand and forehand serve, overhead clear, drop shot). Application of skills: being able to outwit an opponent, rules, scoring and positional play	To continue developing skills: ball handling, passing, receiving, running with the ball, scrums, rucking, attacking, beating an opponent, tackling. Application of skills: support play, decision making and tactical awareness within games.	To continue developing skills: passing, catching, dribbling, footwork, attacking, shooting, defence. Application of skills: rules of the game, game play, applying basic tactics and strategies.	Develop competition, social skills and outwitting opponents.	Learning builds on skills from Year 7. Experiences outside of school with clubs and extra-curricular.

CHARACTER LINKS

Strong character development throughout all PE activities. Each activity promotes and encourages:

- Goal setting and motivation (performance virtues).
- Overcoming barriers and challenges by perseverance and therefore developing resilience (performance virtues).
- Positive moral attributes eg courage, honesty, integrity and humility (moral virtues)
- Social confidence by listening to others, expressing views and showing courtesy and respect (moral virtues)

SUMMER 1 & 2 – ACTIVITIES FROM

Rounders	Athletics Track	Athletics Field	Striking Games	Prior Learning
To continue developing skills: throwing, catching, fielding, bowling, batting. Application of skills into a game. To understand and apply rules, roles and positions within a game	To continue developing skills and techniques including running technique, sprint starts and pacing. To understand how the start (e.g. staggered) and pacing varies across different events (100m, 200m, 300m, 600m).	To continue developing skills and techniques for jumping and throwing. To understand the rules of competition and how to measure different field events. Events include long jump, shot, javelin.	To continue developing skills: throwing, catching, fielding, bowling, batting. Application of skills into a game. To understand and apply rules, roles and positions within a game. To apply strategies and tactics.	Learning builds on skills from Year 7. Experiences outside of school with clubs and extra-curricular.

KEY ASSESSMENT DATES

Students are assessed at the end of each block/activity and updated on the tracker. The assessment is a two-part assessment, technical ability and impact.

NITIMUR IN EXCELSIS – STRIVE FOR THE HIGHEST