



# English

**CURRICULUM**

## Year 8 Summer 1 and 2

### 'Romeo and Juliet'

#### Skills and knowledge:

1. Characteristics and conventions of a Shakespearean tragedy
2. Focus on characterisation of central characters (e.g. Romeo, Juliet, Lord Capulet, Friar Lawrence)
3. Focus on presentation of a theme (love, conflict, family).
4. Extract focus: close analysis of language
5. Setting and context: Elizabethan England
6. Comparing play text with different productions (Luhrmann, Zefirelli and Globe)

#### Links to prior learning:

- Building on ability to understand plot and character
- Developing understanding of Shakespeare from Year 7

#### Links to future learning:

- Understanding of Shakespearean tragedy to be developed in Year 8 Year 10 (Macbeth)
- Understanding of dramatic devices and stagecraft to be developed in Year 9 ('The Empress')



#### Links to whole school vision: 'Every Child a scholar'

- Building cultural capital through studying Shakespearean text
- Developing understanding of dramatic devices and stagecraft



# Maths

**CURRICULUM**

## Year 8 Summer 2

### Reasoning with Data



### Skills and knowledge:

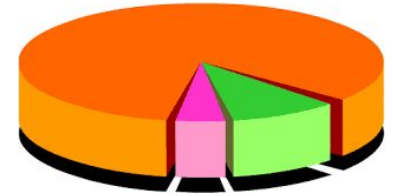
- Set up a statistical enquiry
- Design and criticise questionnaires
- Draw and interpret pictograms, bar charts and vertical line charts
- Draw and interpret multiple bar charts
- Draw and interpret pie charts
- Draw and interpret line graphs
- Choose the most appropriate diagram for given set of data
- Represent and interpret grouped quantitative data
- Find and interpret the range
- Compare distributions using charts
- Identify misleading graphs
- Understand and use the mean, median and mode
- Choose the most appropriate average
- Find the mean from an ungrouped frequency table **(H)**
- Find the mean from a grouped frequency table **(H)**
- Identify outliers
- Compare distributions using averages and the range

### Links to prior learning:

- Interpreting charts and graphs
- Analysing data and comparing distribution
- Averages of data (mean, median, mode and range)

### Links to future learning:

- Investigating and interpreting data distributions
- Applying averages to data sets and distributions



### Links to whole school vision and ethos: 'Every Child a Scholar'

Students develop their conceptual understanding of data and analysis which aids them in their development of making sense of information, identifying patterns and trends and predicting and planning for the future therefore giving them the confidence to aspire in many areas of maths.





# Science

**CURRICULUM**

# SCIENCE Year 8 Summer 2

Motion and pressure - Physics



## Skills and knowledge:

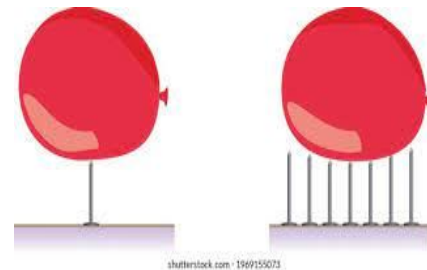
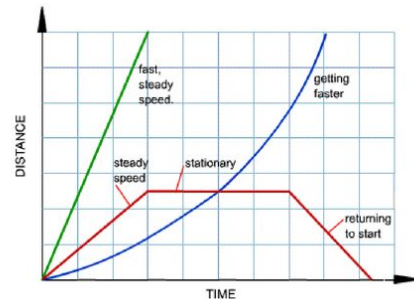
- Use the equation for speed to calculate speed, distance or time, using the correct units for each.
- Explain what is meant by relative motion.
- Suggest how a speed camera calculates a car's speed.
- Create distance–time graphs for athletes completing a race when given information about different athlete's speeds in a 100m race.
- Calculate speed from a distance–time graph.
- Describe how atmospheric pressure changes with height.
- Explain what happens to pressure at different temperatures and volumes.
- Explain why liquid pressure changes with depth.
- Explain why some things float and some things sink, using force diagrams.
- Compare, using force diagrams, the forces acting on a floating object and a submerged object.
- State the equation of pressure, including units
- Calculate pressure.
- Compare pressure for objects with different surface areas.
- Rearrange the formula to calculate force and area.
- State the law of moments.
- State the equation to calculate a turning force.
- Calculate the moment of a force.

## Links to prior learning:

Pupils will have heard of the term pressure used in a variety of contexts. Pupils will also understand the particle model of matter and what happens to the energy and particle arrangement when a substance changes state from their year 7 work

## Links to future learning:

This unit is important to build upon these fundamentals and provide pupils with the knowledge and skills to investigate and describe pressure in fluids. Pupils should have the appropriate mathematical skills to carry out calculations using given formula and record and observe findings from investigations. Understanding relationships between forces will prepare pupils for further investigation of motion, such as acceleration and circular motion in year 9 and KS4.



## Links to whole school vision and ethos: 'Every Child a Scholar'

**Confidence** - To be able to understand and apply applications of motion and pressure in everyday life.





# Art

# Year 8

## Play - 2D & 3D

### Unnatural forms project



### Skills and knowledge:

- Developing use of key Formal Elements: Line/Pattern/ Texture/Shape/ Form
- Learning about the way artists play and invent
- Interpreting and expressing own opinions about Surrealism through talking and writing
- Making links and connections between own ideas and those of others
- Making refined ink & willow A3 illustrations
- Exploring card construction
- Translating design into a 3D cardboard sculpture

### Key Questions:

- What do artists do? What are the different characteristics of the disciplines within art?
- Why do artists play, invent and love the absurd?
- What is the value of failure?
- Is it important for artists to make work about wider environmental issues?

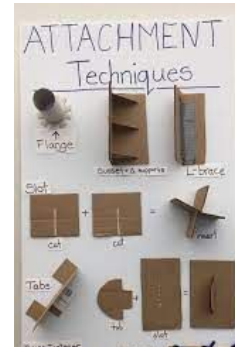
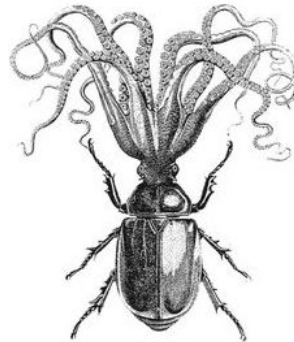
### Links to prior learning:

Continuing to develop students

- Use of drawing for different purposes
- Ability to handle and manipulate range of different media
- Understanding of the role of the artist and the way this changes overtime

### Links to future learning:

- Practical explorations introduce sculptural techniques which are further developed in Y9. Knowledge of Surrealism support's broadening picture of Art History



### Links to whole school vision and ethos: 'Every Child a Scholar'

- Inclusion of artists and art practices from diverse backgrounds and cultures to reflect our school community and values
- Building increasing confidence in working with a range of different sources, materials, techniques and processes
- Reflecting on own and others work to share constructive feedback, recognising strengths and areas for development







# Computer Science

**CURRICULUM**

## Year 8 Summer 2

### Programming Constructs

#### Skills and knowledge:

- Critical and analytical thinking skills in a scenario based environment.
- Understanding complex problems and find ways to overcome it.
- Students will learn recursion and how it works using loops.
- Students will learn selection in terms of programming with the use of statements and ensure conditions placed are accurate.
- Students will learn mathematical skills needed to complete challenges.

#### Links to prior learning:

- **Students have previously learn Python programming. This is a script based language and will now be doing a block based language**

#### Links to future learning:

- **Students will understand key concepts in programming and will be able to link it to other coding challenges.**

#### Links to whole school vision and ethos: 'Every Child a Scholar

- **Using previous knowledge to understand how to tackle coding challenges.**
- **Emphasis on logical and comparison thinking to attain goals and objectives.**





# Dance

# Year 8 Summer 2

## Musicals



### Skills and knowledge:

- Developing knowledge and skills required for safe dance practice, importance of warming up, cooling down and safety when performing movement.
- Development of vocabulary for performance skills.
- Development of dance vocabulary for choreography.
- Introduction to musical terminology and the different forms of musicals.
- Underpinning of historical context to understand the origins of musical style.
- Performance: how to perform a movement using physical, technical and expressive skills
- Choreography: How to create movement using action, space, dynamics, relationships and choreographic devices.
- Performing movement using style
- Performing movement using musicality, rhythm, direct correlation and timing.
- How to evaluate and critically appreciate performances.

### Links to prior learning:

- Prior learning from previous Year 7 schemes of work as physical, technical, expressive and choreographic skills will overlap.

### Links to future learning:

- Understanding of performance and choreographic concepts to be developed in Year 8, street dance, Year 9, Fosse, and street dance, Year 10, choreography and performance in a duo/trio.



### Links to whole school vision: 'Every Child a scholar'

- Building cultural capital through studying a new dance style.
- Developing understanding of dance concepts and key terminology
- Confidence- Developing student confidence through the use and articulation of dance vocabulary in lesson as well as developing confidence when performing in front of an audience.
- Aspiration-Students are encouraged to improve on their own performance throughout SOW to achieve or exceed their level.
- Reflection- through dance appreciation of performances watched in lessons helps students to understand and reflect on what aspects of performance and choreography create and aesthetically pleasing performance.
- Respect- The study of dance teaches students the importance of respect through during collaboration through group work and respecting dance cultures/genres through dancer appreciation.



# Drama

## Year 8 Summer 2

### Our Day Out

#### Skills and knowledge:

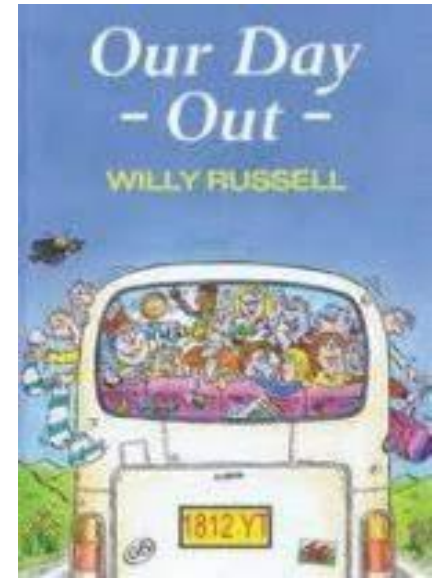
- **Memory**
- **Cultural Capital**
- **Class system**
- **Vocal Skills**
- **Physical Skills**
- **Literacy**
- **Listening**
- **Confidence**
- **Script reading**

#### Links to prior learning:

Vocal Skills  
Physical Skills  
Stage Presence

#### Links to future learning:

Vocal Skills  
Physical Skills  
Stage Presence  
Scripts in Year 9



#### Links to whole school vision and ethos: 'Every Child a Scholar'

**High expectations of acting skill.**

**Valuing the need to perform work that is prepared and successful.**



# Design & Technology

**CURRICULUM**

Year 8 Summer 2



DESIGN AND TECHNOLOGY  
2022



# Skills and knowledge

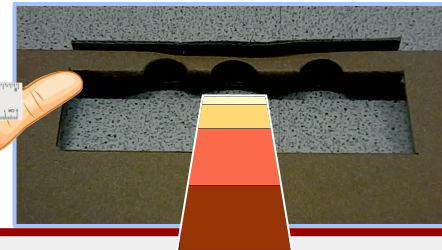
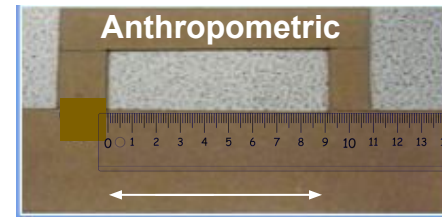
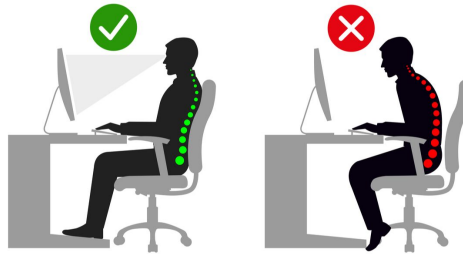
Developing potential through challenge

- Design process
- Design literacy
- Numeracy
- Developing confidence
- Anthropometrics and ergonomics
- Collecting consumer data
- Evaluating data
- Developing practical skill
- Working with paper and board

Delivering a curriculum accessible to all which provides a broad range of opportunities for students. We aim to develop self motivated students and confident learners. We aim to ensure that learners develop technical and practical competencies as well as a wider range of transferable skills.

Links to prior learning:

Links to future learning:



Links to whole school vision and ethos: 'Every Child a Scholar'

**Confidence:** In taking on new challenges

**Aspiration:** To develop and improve outcomes

**Reflection:** On completed work and areas to improve

**Respect:** To classmates, staff and community







# French

**CURRICULUM**

## FRENCH Year 8 Spring 1+2



Paris je t'adore! (Paris, I love you!)

### Skills and knowledge:

1. Saying what you did in Paris.
2. Using the perfect tense of regular verbs.
3. Gaining a better understanding of the francophone world through projects.
4. The perfect tense of irregular verbs.
5. Understand information about a tourist attraction.
6. Using *c'était* and *j'ai trouvé ça*.
7. Saying where you went and how.
8. The perfect tense with *être*.

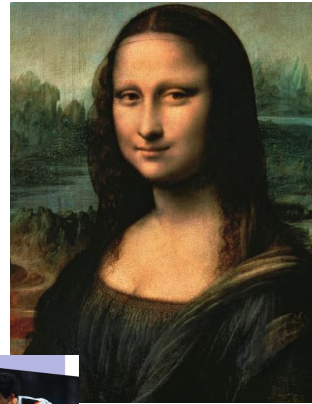
Links to prior learning:

Y7 Spring 2- C'est perso

Y8 Summer 1- Chez moi, chez toi

Links to future learning:

Y10 GCSE M3: Jours ordinaires, jours de fêtes.



Links to whole school vision and ethos: 'Every Child a Scholar

- Recognising and using complex grammar through routinisation.
- Using language in everyday life situations.
- Using the concept of questioning to interrogate and pull out information.





# Geography

**CURRICULUM**

# Year 8 Summer 2

## Fieldwork/Coasts

### Skills and knowledge

- identify and describe the features of a coastline
- explain why settlements and industries have developed on coastlines, with a focus on the UK. Identify human and physical features of a locality – Holderness coast
- explain the factors that influence waves and the four ways waves erode the coast and the negative impacts this creates for coastal areas.
- Understand how erosion, deposition and transportation create and change coastal landforms
- Understand the importance of geology in shaping the coast
- Understand how cliffs are weathered
- Understand the need for, and impact of, coastal management strategies
- Comparing an OS map with aerial and ground level photos to identify coastal features, and how people try to manage the coast
- Consider different viewpoints and justify decisions about coastal management



#### Links to prior learning:

KS2 \_Describe and understand key aspects of :physical geography including coasts, rivers and the water cycle including transpiration; climate zones, biomes and vegetation belts.

**Links to future learning (AQA GCSE (9–1) Geography specification):**

3.1.3 Section C: Physical landscapes in the UK

- 3.1.3.1 UK physical landscapes
- 3.1.3.3 River landscapes in the UK

3.3.2 Section B: Fieldwork

#### Links to whole school vision and ethos: ‘Every Child a Scholar

**Confidence:** Students build confidence in investigating management schemes for coastal erosion and communicate findings to make judgements.

**Reflection:** Students reflect on their previous learning and develop further knowledge about environments and processes and the inter-relationships between them.





# History

**CURRICULUM**

## Year 8 Summer 2



### How have women's lives changed throughout the 20th Century?

#### Skills and knowledge:

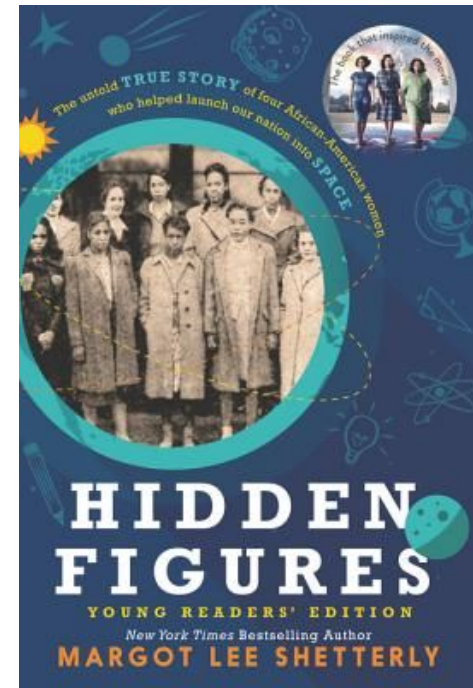
- What role did women have in 19th Century Britain?
- How did women win the vote and what were their roles in WWI?
- Feminism in the 1960s and 1970s.
- How have women campaigned for change in the last 20 years?
- Which event was the most significant in causing change?
- How have gender roles changed?

#### Links to prior learning:

Industry and Empire - Y8 History  
WWI - Y8 History  
Gender and roles - Biology and PSHE

#### Links to future learning:

Conflict in Asia - GCSE History  
Migration - Y9 History  
Civil Rights and campaign for change - Y9 History



#### Links to whole school vision: 'Every Child a Scholar'

Reflection - Students will be able to reflect on how change is still happening in Britain during their lives and understand where this has stemmed from.





# Media

**CURRICULUM**

## Year 8 Summer 1

Production Skills - Magazine Project  
Consolidation/ Extension Film Trailer Project

### Skills

Media Literacy skills  
(Access, analyse, create, reflect, act)  
Conventions of magazines / film trailers  
Literacy skills - Writing Articles - conventions of magazines  
Students will either be consolidating print skills ( based on progress made in previous half term or developing new skills in audio visual .  
Film editing software

### Knowledge:

Putting into practice the encoding process ( how the media makes meaning)

The logo for 'Movie Trailers' features the word 'Movie' in a red, sans-serif font with a white film reel icon integrated into the letter 'o'. Below it, the word 'Trailers' is written in white, bold, sans-serif font inside a red rounded rectangular box. The entire logo is set against a white background with a subtle reflection effect below it.

### Links to prior learning:

Consolidation of Magazine production Skills  
Exploring another Media industry ( Film Trailers / Film Marketing)

### Links to future learning:

**Practical skills will support embedding of media theory eg**

**Audience Genre Mainstream**

**Narrative ( Montage / non linear narrative)**



### Links to whole school vision and ethos: 'Every Child a Scholar'

**Curiosity Originality Risk taking**

Development of creative skills

**Complexity Elaboration**

Critical analysis - Research skills - Essay writing skills

**Confidence aspiration**

Cultural awareness / cultural capital - Working to deadlines

**Respect and Reflection**

Teamwork - Independence and problem solving

Developing confidence in either: developing magazine print production work on project started last half term or extension practical work on film trailers / audio visual marketing





# Music

**CURRICULUM**



RE

**CURRICULUM**

## Year 8 Summer 2

### Hindu Beliefs and Practices

#### Skills and knowledge:

- Understanding the concept of God in Hinduism and compare this to the Christian belief in the Trinity
- Hindu creation stories and compare this to creation in the Abrahamic Faiths
- Hindu celebrations - Diwali / Holi
- Hindus' response to peace and conflict

#### Links to prior learning:

Students studied religious symbols and their meanings in Year 7

#### Links to future learning:

Students will study Peace and Conflict in Islam at KS4. Students could be asked to make comparisons between another faith other than Islam



#### Links to whole school vision and ethos: 'Every Child a Scholar

Respect- Understanding Hindu Practices and Beliefs can teach pupils to respect all people of different race, culture and religion.

Reflection- This will help students to reflect on their own beliefs and practices and coils deepen their connection with their faith



PE

**CURRICULUM**

## Year 8 Summer 2 -

Athletics, Cricket and Volleyball

### Skills and knowledge:

- Starts to demonstrate core skills for the activity in isolation and under competitive pressure.
- Core skills are beginning to be performed consistently with a standard of accuracy, control and fluency.
- Starts to select and use appropriate skills as well as applying appropriate team strategies/tactics.
- Demonstrates awareness of and response to the strengths, weaknesses and actions of other performers.
- Communication with other player(s)/performer(s) is positive and constructive.



### Links to prior learning:

Prior knowledge of cricket and athletics from primary school (if taught).

Links to volleyball from previous terms, as similar attributes are needed with handling.

### Links to future learning:

Athletics is key as skills such as pacing yourself, learning how to throw effectively and jumping are integral across a number of sports.



### Links to whole school vision and ethos: 'Every Child a Scholar'

Students build confidence in performing skills within modified games in order to re-create game-like situations.

Students to reflect on tactics and application of skills and whether they resulted in success.

## Year 8 Summer 1+2

Athletics, Cricket and Volleyball

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# PSHE

Personal, social, health and economic education

**CURRICULUM**

# Year 8 Summer 2

## Living In the Wider World



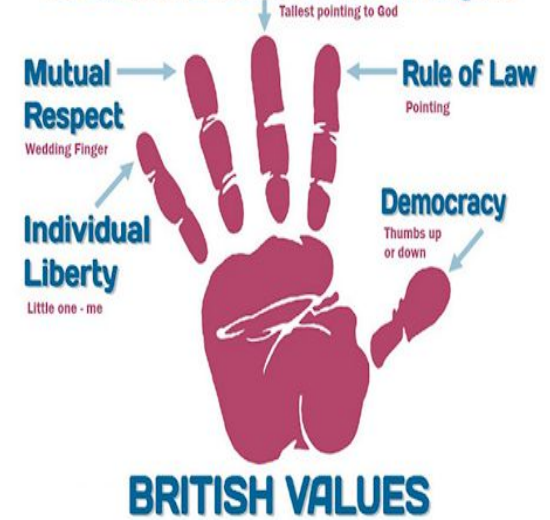
### Skills and knowledge:

- Racism & Xenophobia
- British Values
- Environmentalism

Links to prior learning:

Links to future learning:

## Tolerance of Different Cultures & Religions



Links to whole school vision and ethos: 'Every Child a Scholar'







# Food Technology

**CURRICULUM**

## Year 8 - Food Technology

**Skills and knowledge:** students will cover the following topics

- Pizza Making
- Making Sausage Rolls
- How to make a dough
- Pastry/types of pastries
- Alternative and specialised diets



### Links to prior learning:

Building on the theory covered in Spring 2 regarding nutrition and clear kitchen rules, students will progress to practical work in the preparation of three dishes of varying complexity.



### Links to whole school vision and ethos: 'Every Child a Scholar'

Students will display self-discipline and respect for the essential rules of the kitchen that ensure safety when using cookers, sharp utensils and maintaining maximum hygiene at all times. Nutrition and the seasonality of produce will be explored in the hope that students will make good decisions when choosing a menu and demonstrate respect for themselves and others by preparing fresh and nutritious dishes.



# Spanish

**CURRICULUM**

# SPANISH Year 8 Summer 1



¿Qué hacemos?  
(What are we going to do?)

## Skills and knowledge:

1. Making plans to go out with friends and family.
2. Making excuses and explaining why you can't/don't want to go out.
3. Discussing how you get ready to go out.
4. Talking about clothes and what you are going to wear.
5. Talking about sporting events and what happens.
6. Recognising and using reflexive verbs.
7. Revising colours and gender/number agreements.

## Links to prior learning:

Y7 Autumn 1/2- Mi vida

## Links to future learning:

Y9 Summer 2- Una Aventura en Madrid

Y10 Summer 1- Ciudades



## Links to whole school vision and ethos: 'Every Child a Scholar'

- **Recognising and using complex grammar through routinisation.**
- **Participating in real world scenarios that relate to every young person.**
- **Encouraging students to explain their preferences and to agree/disagree with each other**

