



# English

**CURRICULUM**

## Year 8 Spring 1

### Conflict poetry



#### Skills and knowledge:

1. Identifying and analysing poetic devices studied in Y7 as well as:
2. caesura, enjambment, pace, repetition,
3. Comparing presentation of a theme across multiple poems, such as conflict
4. Analysing how poets ideas are presented across multiple poems (e.g. Wilfred Owen)
5. Analysing and understanding the socio-historical context of poems and the impact this has, e.g. WWI, WW2
6. Analysing how poets use form and structure to create meaning

#### Links to prior learning:

- Developing understanding of poetry and poetic forms from *Introduction to Poetry* in Year 7

#### Links to future learning:

- Understanding of poetry to be developed through poetry of identity and belonging in year 9 and relationships poetry in year 10



#### Conflict



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

- Develop cultural capital through studying influential conflict poets
- Developing understanding of impact of context (in this case, WWI and WW2) on literature



# Maths

**CURRICULUM**

## Year 8

Spring 1- Algebraic Techniques



### Skills and knowledge:

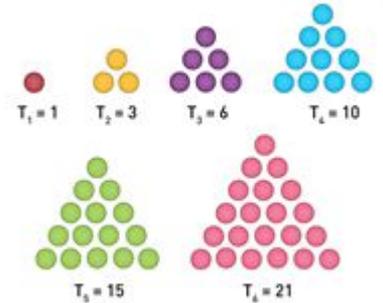
- Form algebraic expressions
- Use directed number with algebra
- Multiply out a single bracket
- Factorise into a single bracket
- Expand multiple single brackets and simplify
- Expand a pair of binomials
- Solve equations, including with brackets
- Form and solve equations with brackets
- Understand and solve simple inequalities
- Form and solve inequalities
- Solve equations and inequalities with unknowns on both sides
- Form and solve equations and inequalities with unknowns on both sides
- Identify and use formulae, expressions, identities and equations
- Generate sequences given a rule in words
- Generate sequences given a simple algebraic rule
- Generate sequences given a complex algebraic rule
- Find the rule for the  $n$ th term of a linear sequence
- Adding and subtracting expressions with indices
- Simplifying algebraic expressions by multiplying indices
- Simplifying algebraic expressions by dividing indices
- Using the addition law for indices
- Using the addition and subtraction law for indices
- Exploring powers of powers

### Links to prior learning:

- Equivalence
- Algebraic notation
- Function machine
- Directed numbers
- Adding and subtracting fractions
- Generating terms of a sequence
- Substitution

### Links to future learning:

- Rearranging formulae
- Compound measures
- Quadratic sequences
- Standard Form
- Problem solving



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

Students will develop their understanding of algebra which will help them move beyond superficial mathematical knowledge and toward a deeper understanding of algebra. This will make them more confident and successful at a higher grade.





# Science

**CURRICULUM**

# SCIENCE Year 8 Spring 1

Ecosystem processes - Biology

Metals and acids - Chemistry

## Skills and knowledge:



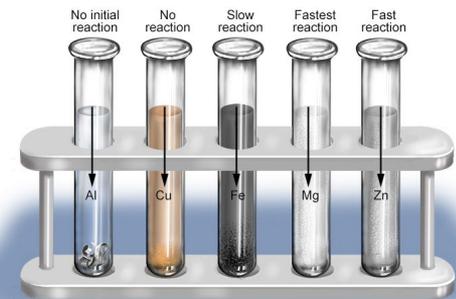
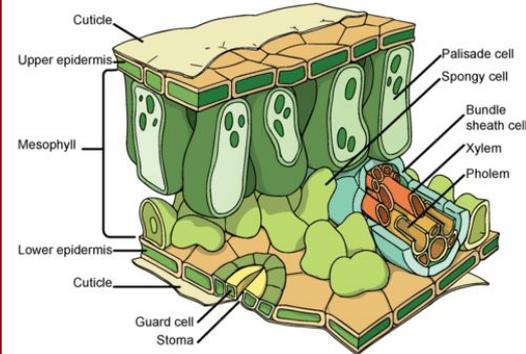
- Write the word equation for photosynthesis
- Describe the ways in which plants use glucose
- Describe the function of the components of the leaf
- Explain how the structures of the leaf make it well adapted for photosynthesis.
- Describe the role of minerals in plants.
- Compare aerobic and anaerobic respiration
- Describe the link between food chains and energy.
- Explain the interdependence of organisms including pollen dispersal and human food security
- Describe sampling techniques used to identify and quantify species living in an environment
- Compare the reactions of different metals with dilute acids and write formula equations for them
- Link the reactivity of metals in acids to their position in the periodic table
- Construct balanced equations that include state symbols for reactions between oxygen and metals
- Explain why metals can be extracted using carbon,
- List the properties and uses of ceramics, polymers and composites
- Evaluate the social, economic and environmental impacts of the uses, disposal and recycling of polymers

## Links to prior learning:

Pupils cover plants throughout Years 2 - 6 in primary school - their structure, habitats, food chains, conditions for growth, reproduction and classification. Pupils cover plant reproduction in Year 7 at AMSI.

## Links to future learning:

At a GCSE level, pupils cover plants in significantly more detail including the specific role of minerals in a plant, respiration, conditions to maximise growth and their importance. They also cover reactivity of metals in acids, oxygen and water. Pupils also cover polymers - structure and function, composites and smart materials in greater depth. They also look at the dangers of plastics to the environment, habitats and wildlife.



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

**Aspiration** - content covered during this time play a pivotal role in future careers in Science and STEM.

**Confidence** - Pupils build their confidence in being able to speak about current issues specifically related to the uses, disposal and recycling of polymers and plastics.





# Art

# Year 8

## Play - 2D & 3D

### Unnatural forms project



### Skills and knowledge:

- Developing use of key Formal Elements: Line/Pattern/ Texture/Shape/ Form
- Generating a series of playful ideas through literacy games, drawing and photography
- Improving drawing skills - use of proportion and scale
- 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 illustration

### 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?

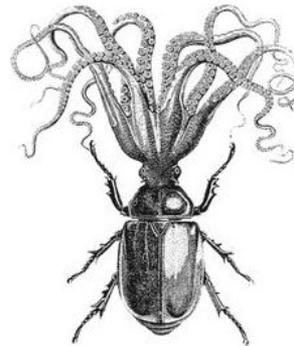
### Links to prior learning:

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 this term will inform the development of a 3D sculptural form next term



### 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



### Skills and knowledge:

1. Students will expand on their problem solving skills in a scenario based environment.
2. Students will be communicating with a user interface in a block based environment.
3. Students will learn how to analyse and visualise data effectively.
4. Students will get an insight into how to automate tasks while using the Microbit.
5. Students will learn basic principles in programming that can be transferred to other avenues.

### Links to prior learning:

Students would have had prior programming experience this includes using Scratch.

### Links to future learning:

Programming is a large part of the Computer Science curriculum and the skills learnt will be beneficial for the learning to come.



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

- Arts Mark - Design and Creation
- Analysing concepts.
- Data Visualisation and analysis.





# Dance

## Year 8



### Skills and knowledge:

1. Developing knowledge and skills required for safe dance practice, importance of warming up, cooling down and safety when performing movement.
2. Development of vocabulary for performance skills.
3. development of dance vocabulary for choreography.
4. Introduction to musical theatre and terminology used.
5. Underpinning of historical context of Capoeira to understand the origins and development of the movement style.
6. Performance: how to perform a movement using physical, technical and expressive skills
7. Choreography: How to create movement using action, space, dynamics, relationships and choreographic devices.
8. Performing movement using grounded floor work.
9. Development of Capoeira movement vocabulary.
10. 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 9 and Year 10, choreography and performance.



### Links to whole school vision and ethos: '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

### *Anne Frank*



### Skills and knowledge:

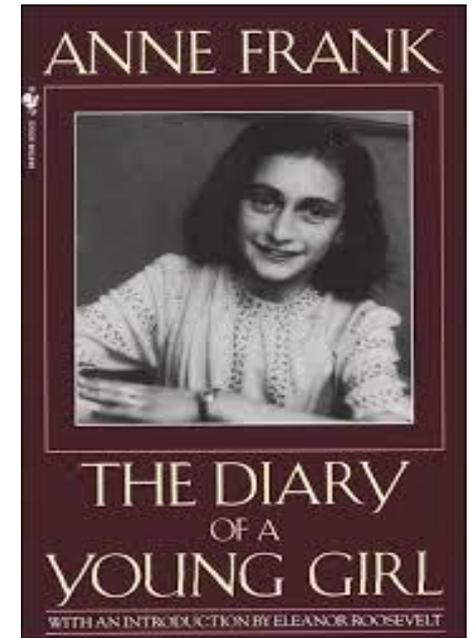
- Narration
- Duologue acting
- Group scene acting
- Memory
- Cultural Capital
- Vocal Skills
- Physical Skills
- Literacy
- Listening
- Confidence
- Use of props
- Use of set

### Links to prior learning:

Vocal Skills  
Physical Skills  
Stage Presence

### Links to future learning:

Vocal Skills  
Physical Skills  
Stage Presence



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

- Developing understanding of impact of context (in this case, WW2) on performance.
- Developing skills through text, imagination and confidence.





# Design & Technology

**CURRICULUM**

Year 8 Spring 1



# Skills and knowledge

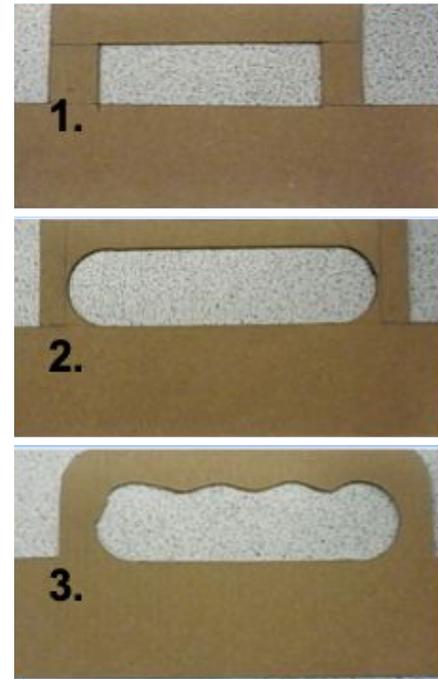
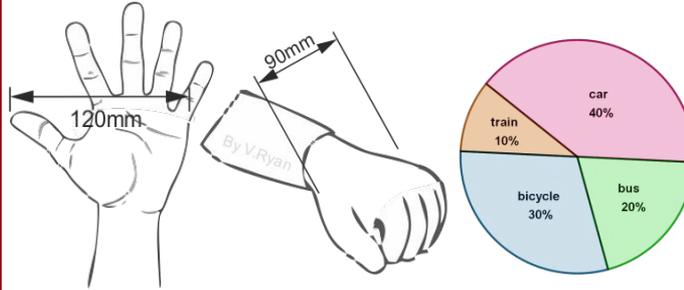
Developing potential through challenge

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

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:**  
Year 7 work schemes.

**Links to future learning:**  
AQA GCSE NEA content. AQA  
Links to further academic learning and employment within the creative sector.



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

**Confidence:** Developing confidence in taking on new challenges. Building ongoing confidence through successful practical outcomes and positive feedback.

**Aspiration:** Aspire to develop and improve outcomes.

**Reflection:** Reflecting on design iterations and planning improvements. Ongoing reflection on evaluations and outcomes.

**Respect:** To oneself, classmates, staff and community. 'Respect DT'





# 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 Autumn half-term 1 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.





# French

**CURRICULUM**

# FRENCH - Year 8 Spring I



T'es branchée?

## Skills and knowledge:

1. Talking about television programmes.
2. Using the present tense of -er verbs.
3. Talking about films.
4. The present tense of *être* and *avoir*.
5. Talking about reading.
6. Using -ir and -re verbs.
7. Talking about the internet.
8. Using *aller* and *faire*.
9. Talking about what you did yesterday.

## Links to prior learning:

Y7- Mes passetemps

## Links to future learning:

Y8 Summer I- Chez moi, Chez toi



## 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.
- Using the theme of media to talk about activities done in different times.





# Geography

**CURRICULUM**

## Year 8

### Skills and knowledge:



- Explain how cities have developed and where people are living within UK cities.
- use OS maps to explore the characteristics of cities.
- Explain how geographers have created models of urban land use and their potential limitations.
- Identify and explain the main challenges and opportunities of urban environments.
- industrialisation and its impact on the city of Manchester.
- Discuss opportunities associated with living in a city like Manchester.
- Explain how cities like Manchester have created strategies to become more sustainable.
- Decision-making for the housing crisis in the UK and the strategies used to tackle it.

### Links to prior learning:

Year 7: Understand the different meanings of development; use OS maps to explore different characteristic and decision-making scenario – how to make informed decision.

### Links to future learning:

(AQA GCSE (9–1) Geography specification):

3.2.2 Section B: The changing economic world

3.3.1 Section A: Issue evaluation



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

**Confident:** Build students confidence writing. Using PEEL writing technique to develop and justify written argument on the effects of climate change.

**Reflection-** students reflect on values and attitudes of people that will vary when it comes to managing these environments, and how this causes change.



# History

**CURRICULUM**

## Year 8 Spring 1

### Changes caused by WWI and WW2 causation



#### Skills and knowledge:

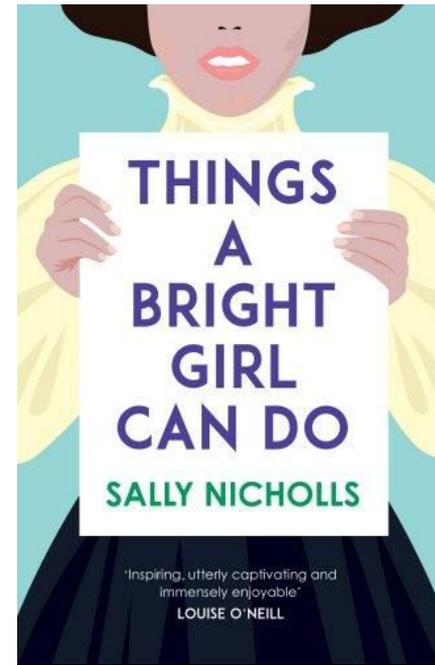
- How did WWI change women's lives in Britain?
- How did Propaganda influence people?
- Who fought for Britain?
- Political and social concepts such as communism, fascism, dictatorships
- The Treaty of Versailles - short and long term impacts of the Treaty.
- The Rise of dictatorships
- The Rise of the Nazi party
- The League of Nations
- Foreign policy - Hitler's actions towards other countries
- Appeasement

#### Links to prior learning:

- Political unrest and change from Y7.
- How did people campaign for change?

#### Links to future learning:

- Campaign for change for Civil Rights
- Developing the understanding of Britain's international relationships.
- Developing source and interpretation analysis
- Ability to recognise the impact of events beyond a surface-level understanding.



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



Developing understanding of political concepts and rivalry between countries that still exists today.



# Music

**CURRICULUM**

# Year 8 SUMMER I



## Skills and knowledge:

- Understanding the historical development of Rap.
- Identifying important Rap artists, songs and techniques.
- Programming Bandlab to play Rap basslines and Riffs.
- Adding beats and DJ effects in Bandlab.
- Selecting voices in Bandlab.
- Structuring ideas in Bandlab to create a cover version of 'The Message'
- Keyboard performance: Rap basslines (SOLO) and Eminem (DUET)

## Links to prior learning:

- Students have previously been playing fanfares.
- Students have previously been programming Bandlab to play fanfares.

## Links to future learning:

- Students will go on to study Minimalism (keyboard performing, history of and musical context)
- Students will use Bandlab to create Minimalist compositions.



"The Way I Am" Eminem

1 A C E A C F G# B F G# B D G# B D G# B E

4 A C E E A C E A C E A D G# B D D G# B

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

- Students are expected to display real resilience in repeatedly practising to make progress.
- During performing, composition and arranging work students are expected to listen extremely carefully, to reflect deeply and make musical decisions that bring about improvements.





RE

**CURRICULUM**

**Year 8**



**Revelations**

**Skills and knowledge:**

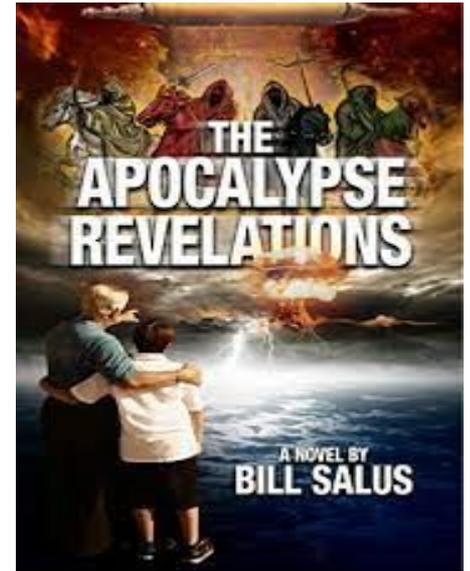
- Understanding the difference between special and general revelations.
- Understanding the impact of St Bernadette's revelation on the Catholic Church.
- To develop an understanding of how the Quran was revealed to the Prophet Muhammad.
- To understand Siddhartha Gautama's enlightenment.
- To debate the relevance of revelations in today's society.

**Links to prior learning:**

Students have studied the units: 'What does it mean to be Christian?' and 'What Does it mean to be a Muslim?' in Autumn term.

**Links to future learning:**

Students will study Christian Ethics and islam and Peace and conflict at GCSE



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

Students to develop confidence in debating conflicts within faith groups and also be able to show respect for other people's beliefs





PE

**CURRICULUM**

## Year 8 Football and Basketball



### Skills and knowledge:

- Starts to consistently demonstrate core skills for the activity in isolation and under competitive pressure.
- Core skills and some advanced skills are beginning to be performed consistently with a standard of accuracy, control and fluency.
- Selects and uses 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:

Students have prior knowledge from year 7. Skills taught from previous sports can be transferable such as exploitation of space, outnumbering opponents, quick passes, movement off the ball and working with teammates positively.

### Links to future learning:

Students to start to apply these skills in more complex situations such as being outnumbered and in different game scenarios.



### 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.





# PSHE

Personal, social, health and economic education

**CURRICULUM**

## Year 8 - Spring 1

### Skills and knowledge:

- Credit and Debit
- Budgeting
- Income Tax and NI
- Public Spending



### Links to prior learning:

Having completed their RSE part of the PSHE curriculum, students will now focus on financial matters - both their own understanding of budgeting and also the dilemmas a government faces when prioritising where public money goes.



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

A good scholar can relate abstract concepts to their everyday lives and here students explore the concepts of taxation and public spending and how a government must, as individuals, prioritise the spending of a finite resource.





# Spanish

**CURRICULUM**

## SPANISH Year 8 Spring 1



¿Qué haces con tu móvil?  
(What do you do with your phone?)

### Skills and knowledge:

1. Saying what you use your phone for.
2. Revising the present tense.
3. Saying what type of music you like.
4. Give a range of opinions.
5. Talking about TV programmes.
6. Using the comparative.
7. Saying what you did yesterday.
8. Using the present tense and preterite tense together.

### Links to prior learning:

Y7 Spring 2- Qué te gusta hacer en tu tiempo libre?

Y9 Autumn 1- Qué cosas te gustan?

### Links to future learning:

Y10 GCSE M3- Mi gente

Y11 GCSE M4- Intereses e influencias



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

- Recognising and using complex grammar through routinisation.
- Using media products to have discussions in the context of Spain and Latin America.
- Using the understanding of past and present to compare it to our use in English.

