



English

CURRICULUM

Year 8 Spring 2

Rhetoric, Speeches and Protest



Skills and knowledge:

1. Understand the history of rhetoric including the concepts of ethos, pathos and logos
2. Analyse the rhetorical devices used by a range of speakers to create meanings and effects.
3. Using relevant subject terminology where appropriate.
4. Understand the relevance, context and importance of a range of key speeches from modern history.
5. Be able to use a range of rhetorical devices to produce a speech.

Links to prior learning:

- Draws on students' understanding of rhetorical devices developed in Year 7.

Links to future learning:

- An understanding of the skills of rhetoric supports students in their ability to use spoken English effectively, and in different contexts. Specifically supports the GCSE Spoken Language endorsement in Year 11.



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



- Develop cultural capital through an introduction to celebrated speeches of the 20th and 21st century.
- Supports students to become adept at using Spoken Language to articulate their points of view.
- Inclusion of writers from diverse backgrounds to reflect our school community and values.



Maths

CURRICULUM

Year 8

Spring 2- Developing Numbers



Skills and knowledge:

- Convert fluently between key fractions, decimals and percentages
- Calculate key fractions, decimals and percentages of an amount using a calculator
- Calculate fractions, decimals and percentages of an amount using calculator methods
- Convert between decimals and percentages greater than 100%
- Percentage decrease with a multiplier
- Calculate percentage increase and decrease using a multiplier
- Express one number as a fraction or a percentage of another without a calculator
- Express one number as a fraction or a percentage of another using calculator methods
- Work with percentage change
- Choose appropriate methods to solve percentage problems
- Find the original amount given the percentage less than 100%
- Find the original amount given the percentage greater than 100%
- Choose appropriate methods to solve complex percentage problems
- Investigate positive powers of 10 Work with numbers greater than 1 in standard form
- Investigate negative powers of 10 Work with numbers between 0 and 1 in standard form
- Compare and order numbers in standard form
- Mentally calculate with numbers in standard form
- Add and subtract numbers in standard form
- Multiply and divide numbers in standard form
- Use a calculator to work with numbers in standard form
- Understand and use negative indices
- Understand and use fractional indices
- Round numbers to powers of 10, and 1 significant figure
- Round numbers to a given number of decimal places
- Estimate the answer to a calculation
- Understand and use error interval notation
- Calculate using the order of operations
- Calculate with money
- Convert metric measures of length
- Convert metric units of weight and capacity
- Convert metric units of area and volume
- Solve problems involving time and the calendar

Links to prior learning:

- FDP
- Probability
- Proportion
- Directed numbers

Links to future learning:

- Iteration
- Repeated percentage change
- Solving problems
- Changing recurring decimals to fractions
- Conversion of area and volume units
- Error notation.
- Ratio
- Direct/inverse proportion
- Compound/simple interest
- Depreciation

Decimals, 0.7
Fractions, $\frac{1}{4}$
Percentages %

Standard Form

Positive Power = Large Number

$$4.3 \times 10^6 = 4\,300\,000$$

Negative Power = Small Number

$$2.1 \times 10^{-3} = 0.021$$

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

Students' development in these areas of maths is important to understand the financial aspects of everyday life and to equip them to make decisions. These are key skills to being successful and informed citizens



Science

CURRICULUM

SCIENCE Year 8 Spring 2

Electricity and magnetism - Physics

Adaptations and inheritance - Biology

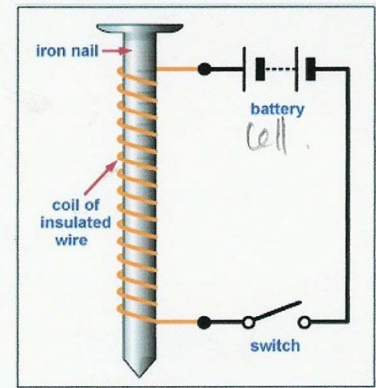
Skills and knowledge:

- Predict how charged objects will interact.
- Identify different circuit symbols.
- Draw simple circuits in series and in parallel
- Explain what happens to potential difference and current in series and parallel circuits.
- Calculate the resistance of a component.
- State the features of a magnet.
- Explain how to change the strength of an electromagnet.
- Compare permanent and electromagnets
- Describe how a simple motor works.
- Describe how competition can lead to adaptation.
- Describe the difference between environmental and inherited variation
- Explain how characteristics are inherited through and coded for by genes, including use of the terms dominant and recessive alleles
- Create genetic crosses to predict the likelihood of characteristics being displayed in an offspring's phenotype
- Explain how natural selection leads to evolution
- Compare Darwin and Lamarck's theories of evolution
- Describe some factors that may have led to extinction and suggest how we can prevent this
- Evaluate the use of gene banks to prevent extinction



Links to prior learning:

Pupils are initially introduced to magnets and their interaction with each other in year 3. They then cover electricity and electrical component in year 4 where they are required to identify basic components as well as making basic circuitry. This is then expanded upon in year 6. Pupils will also learn how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution in year 6



How to make a simple electromagnet

Links to future learning:

Both topics covered in this term form integral parts of the Biology and Physics specification at GCSE. Pupils will cover both topics again in considerably greater depth when they get to year 11.



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 including electrical engineering, genetics research

Confidence: Pupils build their understanding of evolution and how natural selection plays a pivotal role in the world around us.





Art

CURRICULUM

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?

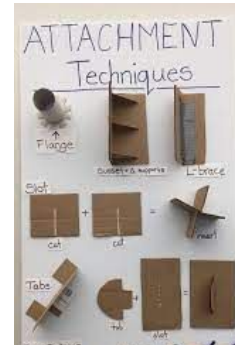
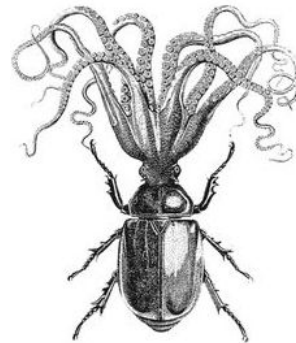
Links to prior learning:

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 Spring Term 2



Skills and knowledge:

1. Create code including input and print scripts
2. Create variables and declare the data types for variables.
3. Use operators to effectively create programs to solve a number of scenarios.
4. Be able to use loops effectively and understand how recursion works.
5. To use stepping techniques to critically understand different elements of code.
6. To use IDE's and all it's functionalities to best advance technological skills.

Links to prior learning:

Students have been learning Python Turtle and have been using this to create different objects

Links to future learning:

Students will use their coding skills to use in a block based environment



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

Arts Mark - Design and Creation
Analysing concepts.





Dance

Year 8 Spring 2

Street Dance



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 street dance terminology and the different forms of street dance.
5. Underpinning of historical context to understand the origins of 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 style
9. 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

The Windrush Generation



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 migration) on performance.
- Developing skills through text, imagination and confidence.



Design & Technology

CURRICULUM

Year 8 Spring 2



DESIGN AND TECHNOLOGY
2022



Skills and knowledge

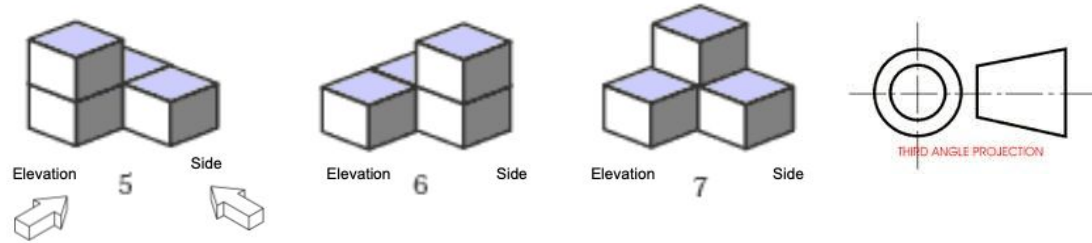
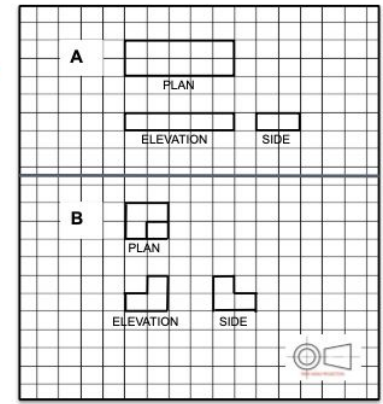
Developing potential through challenge

- Visual literacy
- Design literacy
- Numeracy skill
- Listening skill
- Confidence
- Orthographic projection
- Nets and surface developments

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 8 students have developed understanding, skill and confidence in 3 dimensional drawing - isometric projection and one point perspective projection.

Links to future learning: Year 9 practical module and KS3 numeracy.



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 II

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 Spring 2

Tectonics

Skills and knowledge



- Explain the earth' structure
- Explain evidence that supports the theory of plate tectonics and that the Earth's crust moves.
- Explain how the Earth's plates move by convection currents, slab pull and ridge push
- Explain the four different types of plate boundaries and the tectonic activity that occurs at each one
- Explain what tectonic hazards are and explain its impact.
- Understand what an earthquake is and how it can be measured.
- Explain what a Tsunami is and its impact
- Explain how volcanoes are formed and its impact.
- Explain what Kilauea volcano was and the impact it had on society.

Links to prior learning: Year 7

Geology

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

3.1.2 Section A: The challenge of natural hazards

3.3.1 Section A: Issue evaluation

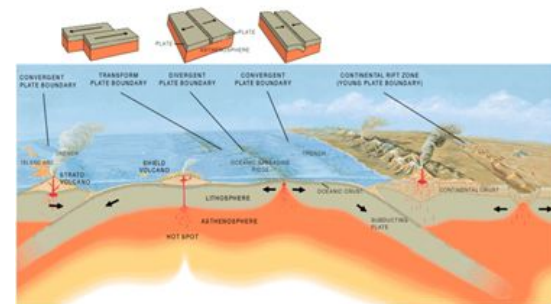
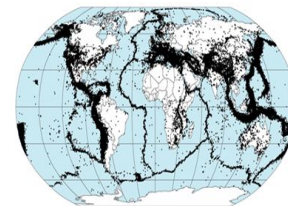


Image: Tectonic plate boundaries - Jose F. Vigil, USGS © Public Domain

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

Confident: Students will continue development of transferable skills of PEEL paragraph structure.

Reflection: Students reflect on their previous learning and develop their understanding of more complex content building on what they already learnt..

Respect: encouraged to feel empathy towards those who are less fortunate, and consider appropriate strategies to help.



History

CURRICULUM

Year 8 Spring 2

Causation and interpretation

At which point did Hitler lose the war in Europe?



Skills and knowledge:

- To understand the short and long term effects of the Treaty of Versailles.
- To analyse different interpretations on the Dunkirk evacuation.
- Study Hitler's tactics at the start of WW2 (Blitzkrieg, The Blitz, Foreign Policy).
- To analyse people's experiences of the Blitz.
- To make a judgement about the most important reason for Hitler's defeat at Stalingrad.
- To explain the causes of the Allied Victory at D-Day in Normandy.
- To practice extended writing with a 16-mark question centred around the enquiry.

Links to prior learning:

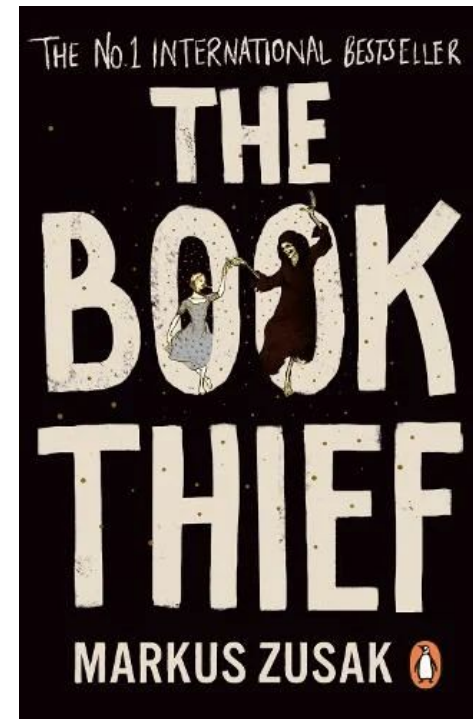
Students have learnt about the major causes of WW2 and are now assessing and understanding the events of the WW”.

Students will examine evidence and use it further in a PEEL structure.

Links to future learning:

This enquiry will build students understanding of 20th Century Europe in preparation for their Events of WW2 and Holocaust enquiries.

This will supplement their understanding of migration and cold war studies at year 9 and GCSE.



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

Confidence - Students will further develop their exam skills and understanding of the modern world.





Music

CURRICULUM

Year 8 Spring 2



Skills and knowledge:

- Performing Raga, displaying an understanding of playing techniques.
- Performing and developing rhythms based on Tala, displaying an understanding of Indian rhythmic cycles and the table.
- Performing a melody (Norwegian Wood) in compound time displaying an understanding of stave notation.
- Developing an understanding of how the Sitar has featured in popular music.
- Develop an understanding of Indian Instruments (Sitar, Tabla and Dhol))
- Students will create a Bhangra arrangement.



Links to prior learning:

- Students have previously learnt major, minor and pentatonic scales.
- Students have previously performed from stave notation in simple time.
- Students have previously arranged ideas in Bandlab.

Links to future learning:

- Students will go on to develop ideas into longer compositions.



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

Evil and Suffering



Skills and knowledge:

- To be able to differentiate between natural and moral evil
- Evaluating religious responses to evil and suffering
- To be able to explain the story of Job and evaluate its significance to Christians
- To be able to identify two types of modern suffering and recommend solutions
- To be able to debate how suffering might question the existence of God

Links to prior learning:

Students have been introduced to evil and suffering based on current affairs (war in Ukraine and earthquake in Turkey / Syria)

Links to future learning:

Students will study evil and suffering from an Islamic perspective at GCSE.



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

Students should be able to show respect for what they have and demonstrate greater empathy towards others.





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 2

Skills and knowledge:

- Teamwork
- Goals and Target Setting
- Time Management
- Communication Skills
- Self-Confidence
- Growth and Fixed Mindsets

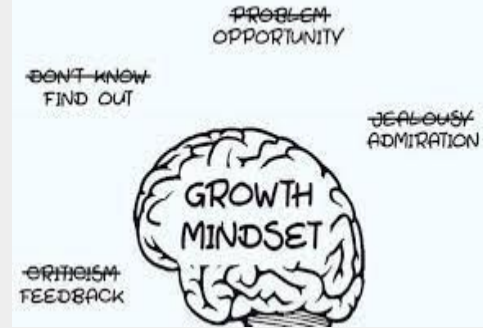


Links to prior/future learning:

Having focused on taking practical responsibility for budgeting and looking at personal finance in Spring 1, students now reflect on taking personal responsibility for setting their own wider goals, how they communicate with others and how they manage their time and prioritise activities.

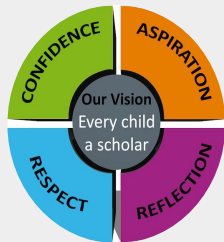
GOAL SETTING

- S** Specific
- M** Measurable
- A** Achievable
- R** Realistic
- T** Timely



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

Key scholastic characteristics include time management, having clearly defined goals and being able to set SMART targets to achieve these - students are encouraged to reflect on their own skills and discover areas of self-improvement and to adopt a growth mindset wherever possible.





Food Technology

CURRICULUM

Year 8 : Spring 2



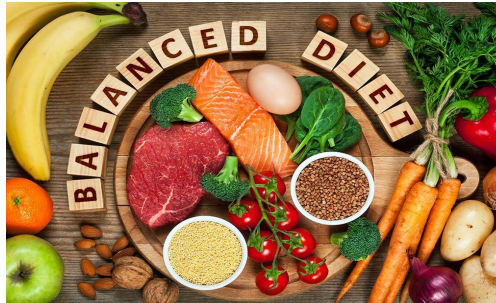
Skills and knowledge: students will cover the following topics

- Food safety and hygiene in the kitchen
- Balanced diet
- Food sources
- Preservation
- Making Fresh fruit Creations



Links to prior learning:

Students learn the health and safety requirements for a practical food lesson. Students work through a Food booklet, which helps develop their basic knowledge and skills.



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

Mutual **respect** and tolerance of those with different faiths and beliefs. Students are encouraged to select and confidently use a variety of appropriate utensils, and electrical equipment with some precision. Students are encouraged to **reflect** on their own food preparation and to reduce food waste.





Spanish

CURRICULUM

SPANISH Year 8 Spring II



¿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.

