



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 I

Developing Geometry



Skills and knowledge:

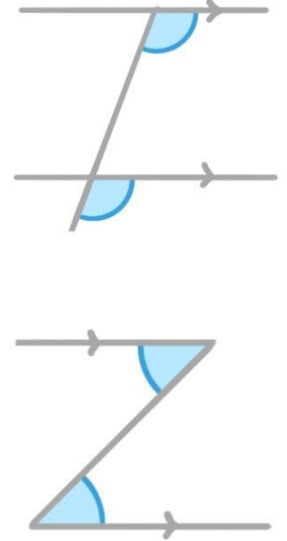
- Understand and use basic angles rules and notation
- Investigate angles between parallel lines and the transversal
- Identify and calculate with co-interior, alternate and corresponding angles
- Solve complex problems with parallel line angles
- Constructions triangles and special quadrilaterals
- Investigate the properties of special quadrilaterals and calculate with sides and angles in special quadrilaterals
- Understand and use the properties of diagonals of quadrilaterals **(H)**
- Calculate and use the sum of interior/exterior angles of any polygon
- Calculate missing interior angles in regular polygons
- Prove simple geometric facts **(H)**
- Construct an angle bisector **(H)**
- Construct a perpendicular bisector of a line segment **(H)**
- Calculate the area of triangles, rectangles, parallelograms and trapeziums
- Calculate the perimeter and area of compound shapes
- Calculate the area of a circle and parts of a circle with/without a calculator
- Recognise line symmetry
- Reflect a shape in a horizontal or vertical line (shapes touching the line + shapes not touching the line)
- Reflect a shape in a diagonal line (shapes touching the line + shapes not touching the line)

Links to prior learning:

- Angle facts and basic angle notations
- Properties of 2D shapes
- Area and perimeter of simple 2D shapes
- Symmetry and reflection
- Lines parallel to axis
- Coordinates in 4 quadrants

Links to future learning:

- Angle proofs and congruence
- Surface area and volume of 3D shapes
- Transformations



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

Students further develop their conceptual understanding of geometry and reasoning which aids them in their development of problem solving in real-life giving them the confidence to aspire in many areas of maths.





Science

CURRICULUM

SCIENCE Year 8 Summer I

Separation techniques - Chemistry

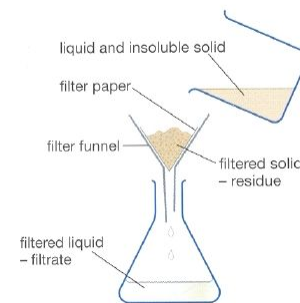


Skills and knowledge:

- Describe particle arrangements in mixtures and use particle models to represent mixtures.
- Explain how to identify pure substances
- Comment on a substance's purity by interpreting temperature change data.
- Describe a solution using the terms solvent and solute.
- State what happens when a solute dissolves and what saturation is.
- Explain why temperature affects the amount of solute dissolved in a solution.
- Use particle diagrams to illustrate how filtering works.
- Identify the state changes that occur in evaporation and distillation
- Describe the steps in evaporation and distillation
- Compare evaporation and distillation.
- Suggest how distillation is used to separate a mixture with different boiling points
- State what happens to mixtures when they undergo chromatography
- Describe the process of chromatography
- Analyse chromatograms to identify substances in mixtures.
- Suggest how chromatography can be used to monitor the progress of reactions.

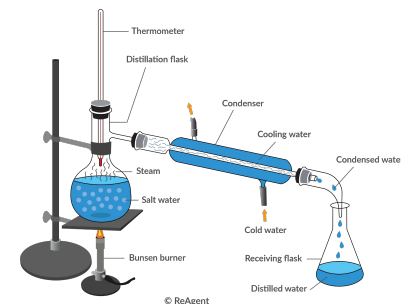
Links to prior learning:

In year 4, pupils are initially introduced to the concepts of evaporation and condensation when taught in context of the water cycle. In year 5, pupils need to use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.



Links to future learning:

Pupils are re-introduced to basic separation techniques such as filtration, evaporation, condensation and distillation in year 9, fractional distillation in year 10 when covering organic chemistry and chromatography in year 11 when covering chemical analysis and then when learning about chemistry and the atmosphere; specifically for obtaining potable water.



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

Reflection: Pupils will learn to appreciate how separation techniques have applications throughout the world we live in and to look at real world examples of the techniques learned. For example, the use of distillation to obtain pure water, fractional distillation to separate crude oil and the use of filtration when it comes to obtaining potable water





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?

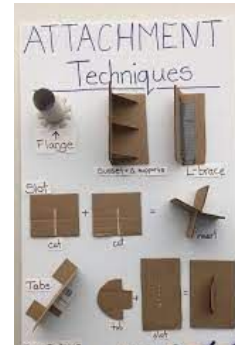
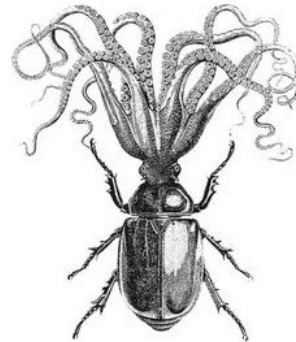
Links to prior learning:

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 I

Introduction to Python Programming

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 block based programming.

Links to future learning:

Students will use their block based coding skills to use in a high level programming environment.



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

Arts Mark - Design and Creation

Analysing concepts

High expectations and Independent Learning

Build confidence



Dance

Year 8 Summer I

Rock and Roll

Skills and knowledge:

1. Introduction into rock and roll dance genre and vocabulary.
 1. Introduction of contact work in choreography to develop interesting and creative movement.
 2. Performing movement using pace, rhythm, timing musicality and phrasing.
 3. Underpinning of historical context to understand the origins of style.
 4. Performance: how to perform movement using physical, technical and expressive skills
 5. Choreography: How to create movement using action, space, dynamics, relationships and choreographic devices.
 6. Performing movement using style
 7. How to evaluate and critically appreciate performances.

Links to prior learning:

- Limited prior learning from primary school as most schools do not offer dance as part of the curriculum

Links to future learning:

- Understanding of musicality which will be revisited in Musicals and Street Dance.



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 Summer 1 Missing

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 1



DESIGN AND TECHNOLOGY
2022



Skills and knowledge

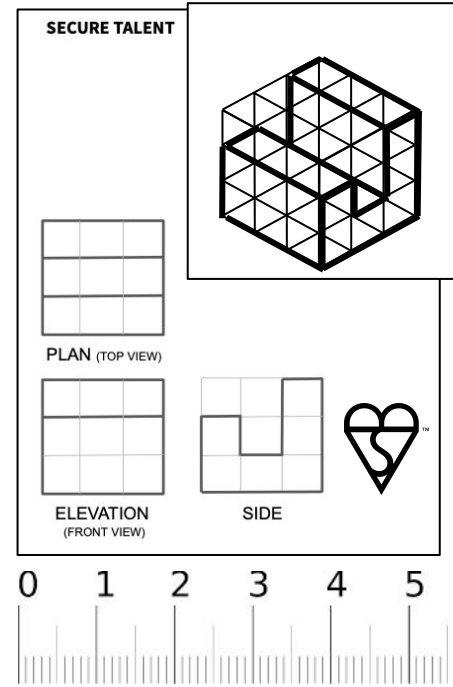
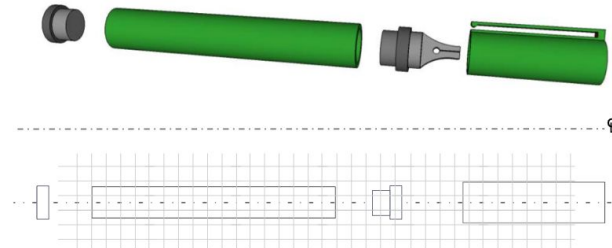
Developing potential through challenge

- Visual literacy
- Design literacy
- Numeracy skill
- Listening skill
- Confidence
- Orthographic projection
- Exploded views
- Two point perspective projection
- BS Dimensioning

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 graphics module.



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

Paris je t'adore!



Skills and knowledge:

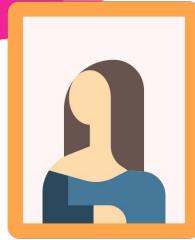
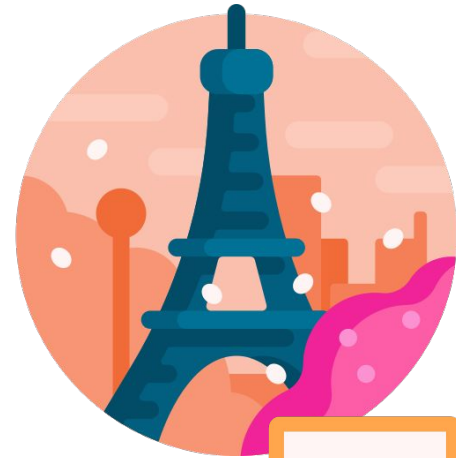
- Say what you did in Paris using the Passé composé (Perfect Tense)
- Describing your trip answering to the question **C'était comment? (How was it?)** using C'était... and J'ai trouvé ça...
- Saying where you went and how using the Perfect Tense with **Être**.
- **Qui a volé la Joconde?** (*Who stole the Mona Lisa*) Practising asking questions in French using **Qu'est-ce que (What...)** and **Est-ce que (Is it)**

Links to prior learning:

Students will consolidate through consistently practicing familiar structures and vocabulary. They will be able to speak with increased confidence and accuracy thanks to their virtual trip to Paris where they will expand cultural knowledge of France.

Links to future learning:

Y9 - Module 4 - Spécial Vacances
Y10 - Module 5 - Le grand large



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



- **Shape confident speakers who can communicate effectively and spontaneously in French**
- **Stretch students further so they can show independent thinking**



Geography

CURRICULUM

Year 8 Summer 1

Exploring Russia

Skills and knowledge

- identify human and physical features of Russia's geography
- describe the distribution of Russia's population as well as the reasons for the patterns in this population distribution and density.
- explain the variety of biomes found in Russia and the key characteristics of these environments
- identify the factors which have influenced the distribution of biomes in Russia including latitude, air masses, relief and climate.
- explain the factors which have influenced the distribution of biomes in Russia including latitude, air masses, relief and climate.
- Describe the features of the taiga forest which make it difficult for animals and plants to survive.
- explain the different ways both animals and plants have had to adapt to live in the taiga forest.
- Explain how human activity threatens the taiga forest and how deforestation is used to create space and extract resources from the Siberian taiga forest.
- Decision-making to discuss the different stakeholders opinions and whether deforestation should continue in the taiga forests of Siberia.

Links to prior learning:

KS2 _Describe and understand key aspects of human geography including trade between UK and Europe and ROW.

Links to future learning: (AQA GCSE (9–1) Geography specification): 3.2.1 Section A: Urban issues and challenges

3.3.1 Section A: Issue evaluation

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

Confident: Students develop transferable skills build confidence 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: explore development an inequality to help foster empathy and a sense of global citizenship





History

CURRICULUM

Year 8 Summer I



How did the Holocaust happen and Why should we remember it?

Skills and knowledge:

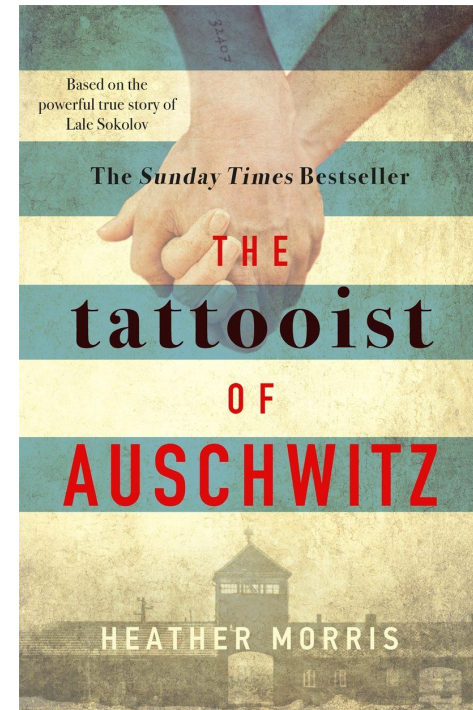
- Analyse the lives of European Jews pre-Nazi rule in Germany and Europe.
- Define the Holocaust and identify key turning points of the persecution.
- Identify different groups involved in the Holocaust and explain their actions.
- To uncover the experiences of different victims and address misconceptions that students may have such as 'only Jewish people were affected by the Holocaust'.
- Students will analyse different example of resistance to the Holocaust.

Links to prior learning:

Students are building on their knowledge of the 20th Century after a study of WWI, WW2 causes and the events of WW2. Students may have been exposed to media such as 'The Boy in the Striped Pyjamas'.

Links to future learning:

This enquiry will build students understanding of 20th Century atrocities and begin to understand why a group of people could carry out a genocide.



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

Reflection - Students will be able to reflect on how desperate times can affect people's decision making and hopefully empathise and reflect on victims of war and tragedy.





Media

Year 8 Summer 1

Production Skills - Magazine Project

Skills

Media Literacy skills

(Access, analyse, create, reflect, act)

Conventions of magazines

Literacy skills - Writing Articles - conventions of magazines eg Masthead, Copy, Byline etc ..

Photopea software - image editing

Photography skills

Layout and design

Knowledge:

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



Links to prior learning:

Consolidation of Media Literacy Skills

Exploring another Media industry (Magazines)

Links to future learning:

Practical skills will support embedding of media theory

eg

Audience

Genre

Mainstream

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

Develop enquiry, critical thinking and decision making skills through the production of a magazine project that is real and relevant to them. Develop their appreciation and critical understanding of the media and its role in their daily lives.



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

ACE ACF G# B F G# B D G# B D G# B E

ACE EAC EAC EAD 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 Summer 1

Abrahamic Faiths

Skills and knowledge:

- Understanding the significance of Abraham in Islam, Christianity and Judaism
- Evaluating how Muslims and Christians view Jesus
- Explain how Islam promotes religious tolerance
- Using correct vocabulary when making reference to specific faiths and their interfaith connections, when writing

Links to prior learning:

Students previously studied 'What does it mean to be a Muslim / Christian in the Autumn term and also Jewish beliefs and practices in Year 7

Links to future learning:

Students will be studying Christian Ethics and Islam and Peace and Conflict in KS4



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

Students to build confidence in their beliefs and also be able to show respect for other people's opinion. Also to show better understanding of community cohesion, linked to British Values.



PE

CURRICULUM

Year 8 Summer 1 -

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.



PSHE

Personal, social, health and economic education

CURRICULUM

Year 8 Summer 1

Mindfulness
Self-Esteem
Personal Safety



Skills and knowledge:

- Students will build their ability to self-regulate behaviour when becoming emotional in various situations through an understanding of mindfulness and the benefits of this practice
- Students will have a basic grasp of First Aid in order to maximise their personal safety.



Links to prior learning:

The work follows on from earlier study around self-confidence, teamwork and target-setting to further build student self-awareness. First Aid involves practical skills that build on the wider theme of staying safe, having looked at how to remain safe when dealing with social media during the Autumn Term.



Links to whole school vision and ethos: 'Every Child a Scholar'
Looking at self-esteem and self-awareness is by its nature a reflective activity and this coupled with an introduction to Mindfulness will equip students with the confidence to know that they can self-regulate their behaviour and responses to external events when life throws them the inevitable challenges that being a human being entails.



Food Technology

CURRICULUM

Year 8: Food Technology



Skills and knowledge: students will cover the following topics

- Food safety and hygiene in the kitchen
- The correct utensil for the job
- Eating Seasonally Calendar
- Couscous Salad preparation



Links to prior learning: Building on the theory covered in Spring half-term II 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: '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



¡A comer! 2

Skills and knowledge:

- Recognising and remembering food and drink items.
- Discussing food and drink preferences.
- Talking about mealtimes.
- Using routines to be able to tell the time.
- Talking about at what time you eat/drink.
- Practicing how to order in a restaurant.
- Recognising the tu and usted form.
- Discussing a celebration in the near future and talking about a past event.

Links to prior learning:

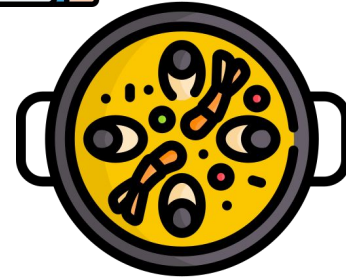
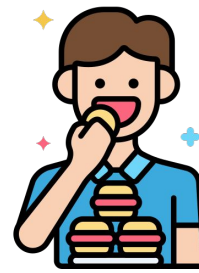
Y8 Autumn 1- Mis vacaciones

Y8 Autumn 2- ¿Qué haces con tu móvil?

Links to future learning:

Y9 Spring 2- ¿Estás en forma?

Y11 Autumn 1- De costumbre



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

- **Recognising and using complex grammar through routinisation.**
- **Learning the practical skill of ordering in a restaurant.**
- **Understanding cultural differences shown through food and mealtimes differences.**

