

CURRICULUM – WHAT WILL STUDENTS LEARN IN EACH YEAR?

YEAR 8

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Art	Celebrity Portraits <ul style="list-style-type: none"> To practise and improve drawing skills. To work imaginatively when designing. To improve painting skills. To use keywords, linking to relevant artists' work. 	African Masks <ul style="list-style-type: none"> To research into different aspects of African art. To experiment with mask making through 2D and 3D techniques. To be influenced by African masks and pattern when making a low relief card mask. To be experimental when making. 	African Masks <ul style="list-style-type: none"> To research into different aspects of African art. To experiment with mask making through 2D and 3D techniques. To be influenced by African masks and pattern when making a low relief card mask. To be experimental when making. 	Rousseau <ul style="list-style-type: none"> To understand the style of Rousseau's work through research. To use a range of 2D techniques showing developing skill and understanding. To experiment with composition layout showing awareness of Rousseau's work. 	Rousseau <ul style="list-style-type: none"> To understand the style of Rousseau's work through research. To use a range of 2D techniques showing developing skill and understanding. To experiment with composition layout showing awareness of Rousseau's work. 	Everyday Objects <ul style="list-style-type: none"> To practice and improve observational drawing skills. To experiment with colour, tone and mask making using oil pastel, paint, felt tip and colouring pencil. To be influenced by artists' work through application of colour and composition.
Citizenship	How effective is the Criminal Justice System? <ul style="list-style-type: none"> In this unit we consider how effective the CJS is in tackling contemporary crimes and whether the CJS requires reform. We explore the justice system, including the role of the police and the operation of courts. 	How effective is the Criminal Justice System? <ul style="list-style-type: none"> In this unit we consider how effective the CJS is in tackling contemporary crimes and whether the CJS requires reform. We explore the justice system, including the role of the police and the operation of courts. 	Democracy and Parliament <ul style="list-style-type: none"> In this unit we explore the operation of Parliament, including voting and elections and the role of political parties. We consider the development of the political system of democratic government in the United Kingdom, including the roles of citizens, Parliament and the monarch. 	Democracy and Parliament <ul style="list-style-type: none"> In this unit we explore the operation of Parliament, including voting and elections and the role of political parties. We consider the development of the political system of democratic government in the United Kingdom, including the roles of citizens, Parliament and the monarch. 	The Media <ul style="list-style-type: none"> This unit considers the impact of the media on individuals and society. We consider to what extent we have a free press. 	The Media <ul style="list-style-type: none"> This unit considers the impact of the media on individuals and society. We consider to what extent we have a free press.

<p>Computing</p> <p>Students begin the year with improving basic digital skills and knowledge of understanding how to use computers safely and securely, before moving onto Scratch Programming. Following on from this they will learn about the parts of a computer and finally develop their presentation skills through the production of a Media product.</p>	<p>Using Computers Safely and Responsibly</p> <ul style="list-style-type: none"> • To learn to manage files in File Explorer and the importance of backup, dangers of social networking sites, how to respond to threats on the Internet, how to keep your identity secure on the Internet. • Send, respond to emails and send image files before • Learn how to use a “search engine” effectively and efficiently. • Appreciate that there is no guarantee that the information on the Internet is accurate. 	<p>HTML Programming</p> <ul style="list-style-type: none"> • Understand that the WWW and what HTML is and what it is used for. • Type basic HTML tags and edit the HTML code and view the changes in a browser. • Learn how CSS and write CSS code to set styles. • Learn the main principles of good website design. • Learn how to create a consistent look and feel throughout a website. • Add well-formatted content, including text and images, to each page. • Create internal and external links and make sure they all work. 	<p>Flowol Algorithms</p> <ul style="list-style-type: none"> • Understanding Algorithm and examples. • Identify control flowchart symbols and understand how they are used to describe systems. • Understanding Flowol software. • Understand how the use of subroutines can make programs more efficient. • Understand what a variable is and explain how variables can be used to control systems. 	<p>Python Programming</p> <ul style="list-style-type: none"> • Know what Python is and some of the applications it is used for. • Run a simple Python program in interactive mode using the input and print functions. • Understand what a syntax error is and how to interpret an error message. • Understand the use and value of using comments. • Understand the importance of using correct data types: string, integer or float. • Write a programme involving input, calculation and output. Use selection statements if, else and elif in a program. • Use a while loop in a program. 	<p>Spreadsheet Modelling</p> <ul style="list-style-type: none"> • To learn how to use Excel. • To know the techniques needed to generate a spreadsheet – inputting numbers, formatting, formulae, vlookups and inserting pictures. • To understand the importance of using techniques to allow your spreadsheet to update automatically. • To complete a project based on what you have learnt. 	<p>Parts of the Computer</p> <ul style="list-style-type: none"> • Distinguish between hardware and software. • Explain what RAM and ROM are used for. • Understand the purpose of a CPU and fan. • Understand the purpose of secondary storage. • Understand the purpose of expansion cards.
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<p>Design Technology</p> <p>To use constructions kits to make fairground models which will be connected to a computer via a controlled interface.</p>	<p>Maze</p> <p>Students will create a ball bearing maze which will introduce iterative design and CAD.</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Have the ability to think critically and solve their own design problems. • Understand the use of materials based on their properties and performance to achieve a working product. • Develop ideas using digital presentations and computer-based tools. • To write a specification to inform the design ideas to make the product interesting and engaging. • Test out designs, evaluate and develop their ideas against the specification, taking into account the views of intended users and peers. • Investigate new and emerging technologies by exploring the life cycle assessment of materials. 	<p>Maze</p> <p>Students will create a ball bearing maze which will introduce iterative design and CAD.</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Have the ability to think critically and solve their own design problems. • Understand the use of materials based on their properties and performance to achieve a working product. • Develop ideas using digital presentations and computer-based tools. • To write a specification to inform the design ideas to make the product interesting and engaging. • Test out designs, evaluate and develop their ideas against the specification, taking into account the views of intended users and peers. • Investigate new and emerging technologies by exploring the life cycle assessment of materials. 	<p>Bridges</p> <p>To create a structure which will bridge a predetermined void. Measured assessment will be determined by adding weight until collapse.</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Identify design problems and understand how to solve the problems given to them. • Use knowledge of material properties to enhance the performance of structural elements to achieve functioning solutions • Develop and communicate design ideas using detailed plans with measurements, 3D and Mathematical modelling. • Test to deconstruction, evaluate ideas and products against a specification. 	<p>Bridges</p> <p>To create a structure which will bridge a predetermined void. Measured assessment will be determined by adding weight until collapse.</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Identify design problems and understand how to solve the problems given to them. • Use knowledge of material properties to enhance the performance of structural elements to achieve functioning solutions • Develop and communicate design ideas using detailed plans with measurements, 3D and Mathematical modelling. • Test to deconstruction, evaluate ideas and products against a specification. 	<p>Elastic Powered Car</p> <p>Use an iterative design strategy to improve an elastic band powered car.</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Solve design problems with a suitable outcome. • Reiterate the properties of materials and the performance of structural elements to achieve high performing solutions. • Develop an appreciation and understanding of an iterative design strategy. • Make design decisions based on testing and evaluating. 	<p>Fairground Project</p> <p>Students will use computer control using Flowol 4 and smart boxes as interfaces. Students will make models of fairground rides and will learn how to programme them.</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • To develop an understanding of electrical systems and use them in their products. • Students will apply their understanding of computing to program, monitor and control their products.
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Food	<ul style="list-style-type: none"> • Healthy Eating, focusing on fat, sugar, salt and fibre. • Understanding of ingredients and modifying a recipe (creativity). • Food preparation and following a recipe. • Application of rubbing-in, creaming techniques and the method of cooking baking. • Evaluation of outcomes. • Recipes: Fairy Cakes, Muffins, Pastries. 	<ul style="list-style-type: none"> • Understanding of staples used by LEDCs. • Nutrition; Carbohydrates, Protein and Fat. • Understanding and application of adapting a recipe. • Basic food preparation of commodities, meat, vegetables, pasta. • Application of rubbing-in and creaming technique, different methods of cooking, controlling the hob temperature. • Recipes: Crumble, Ratatouille, Bolognese, Dhansak, Cheese & Potato Bake, Cottage Pie. 	<ul style="list-style-type: none"> • Basic knowledge of ingredients, product analysis and development. • Understanding of ingredients and modifying a recipe. • Food preparation of basic commodities. • Application of understanding of ingredients and recipe development, pastry making, shaping, lining and baking. • Recipes: Cheesecake, Fruit Pie, Bakewell Tarts, Wholemeal pastry product. 	<ul style="list-style-type: none"> • Healthy Eating, focusing on fat, sugar, salt and fibre. • Understanding of ingredients and modifying a recipe (creativity). • Food preparation and following a recipe. • Application of rubbing-in, creaming techniques and the method of cooking baking. • Evaluation of outcomes. • Recipes: Fairy Cakes, Muffins, Pastries. 	<ul style="list-style-type: none"> • Understanding of staples used by LEDCs. • Nutrition; Carbohydrates, Protein and Fat. • Understanding and application of adapting a recipe. • Basic food preparation of commodities, meat, vegetables, pasta. • Application of rubbing-in and creaming technique, different methods of cooking, controlling the hob temperature. • Recipes: Crumble, Ratatouille, Bolognese, Dhansak, Cheese & Potato Bake, Cottage Pie. 	<ul style="list-style-type: none"> • Basic knowledge of ingredients, product analysis and development. • Understanding of ingredients and modifying a recipe. • Food preparation of basic commodities. • Application of understanding of ingredients and recipe development, pastry making, shaping, lining and baking. • Recipes: Cheesecake, Fruit Pie, Bakewell Tarts, Wholemeal pastry product.
English	Darkside Part 1: An Introduction to The Gothic	Darkside Part 2: Gothic writing	19th Century Adventure and Mystery	Writing for purpose	Speaking and Listening	Romeo and Juliet
Geography	Incredible India <ul style="list-style-type: none"> • Describing the location and characteristics of India. • Examining the impact of globalisation in India. • Exploring the future challenges India faces. 	Managing Migration <ul style="list-style-type: none"> • Examining the reasons for migration. • Investigating the impacts of migration. • Evaluating methods for managing migration. 	Wild Weather and Climate <ul style="list-style-type: none"> • Describing the differences between weather and climate. • Exploring the processes which create weather hazards. • Assessing the influence of climate change on weather patterns. 	Marvellous Middle East <ul style="list-style-type: none"> • Describing the location and characteristics of the Middle East. • Examining the issues around conflict in the Middle East. • Assessing how sustainability of development in the Middle East. 	Amazing Africa <ul style="list-style-type: none"> • Describing the location and characteristics of the African continent. • Examining the differences in levels of development across Africa. • Assessing the sustainability of development in Africa. 	Captivating Coasts <ul style="list-style-type: none"> • Exploring the varied nature of coastal environments. • Examining key landforms created along coasts. • Assessing methods for managing coastal environments.
History	<ul style="list-style-type: none"> • Gunpowder Plot. • The Civil War. 	<ul style="list-style-type: none"> • The British Empire. • The Slave Trade. 	<ul style="list-style-type: none"> • The Industrial Revolution. • Public Health in the 1800's. 	<ul style="list-style-type: none"> • Causes of WW1. • Events of WW1. 	<ul style="list-style-type: none"> • How did Hitler come to power? • Nazi Germany. 	<ul style="list-style-type: none"> • Causes of WW2. • Events of WW2. • The Holocaust.
Mathematics	<ul style="list-style-type: none"> • Equations and Inequalities. 	<ul style="list-style-type: none"> • Linear Graphs. • Accuracy and Estimation. 	<ul style="list-style-type: none"> • Ratio and Proportion. 	<ul style="list-style-type: none"> • Representations and reasoning with data. 	<ul style="list-style-type: none"> • Angles. • Bearings. 	<ul style="list-style-type: none"> • Area. • Surface Area. • Volume.

MFL	A School Day <ul style="list-style-type: none"> • Describing morning routine using reflexive verbs in present tense. • Giving opinions about school subjects. • Expressing opinions and reasons using intensifiers and connectives. • Revision regular er verbs in present tense. 	A School Day <ul style="list-style-type: none"> • Talking about timetables. • Regular -ir and -re verbs in present tense. • Activities after school. • Present tense of faire (to do/to make) • Sports and games using jouer á 	Leisure and Holidays <ul style="list-style-type: none"> • Musical instruments using jouer de • Activities, jouer á or faire de • Holiday activities using near future tense. • Leisure centre activities using on peut and infinitive. 	The Past <ul style="list-style-type: none"> • Describing TV programmes in the past. • Last weekend with friends using regular -er verbs in perfect tense. • Yesterday and today. • Using the past tense with aller – to go. 	Discussion <ul style="list-style-type: none"> • Offering to go out and making excuses. • Clothes. • Shopping. 	Cultural Knowledge and Practice of the Tenses <ul style="list-style-type: none"> • Countries and languages. • Revision and practice of the Past, Present and Future. • Cultural lessons.
Performing Arts	<ul style="list-style-type: none"> • Keyboard Skills: Learn to play simple unaccompanied melodies from music using the correct fingering. • Keyboard Skills: Play simple melodies which has the pitch written on the music and perform to a rhythmic accompaniment on the keyboard.' 	<ul style="list-style-type: none"> • Programme Music: Explore the instruments of the Orchestra. • Programme Music: Explore the Music of Saint-Saens through 'Carnival of the Animals'. • Programme Music: Develop an understanding of composing and performing programme music. 	<ul style="list-style-type: none"> • Choreography: Creating a choreography that explores a range of devices. • Choreography: Explore a set motif by developing actions, space and dynamics. 	<ul style="list-style-type: none"> • Singing Techniques for Performers: Know effective vocal technique through a structured practice routine. • Singing Techniques for Performers: Be able to apply effective vocal technique in ensemble performance. 	<ul style="list-style-type: none"> • Film and Theatre: Exploring the evolution of film and theatre. • Film and Theatre: Understanding job roles in film and theatre. • Film and Theatre: Performances of extracts from film and theatre and evaluation. 	<ul style="list-style-type: none"> • World Music: Learn that improvisation is a feature of a range of musical traditions, styles and genres. • World Music: Learn how improvisation can be supported by different musical structures and frameworks. • World Music: Learn how to improvise in different ways, drawing on features of different musical styles.

Physical Education	<ul style="list-style-type: none"> • Accurate replication of actions, phrases and sequences (Balance, rotation and flight). • Exercising safely and effectively to improve health and well-being (Understanding Components of Health Related Fitness). • Outwitting opponents (Combine, perform, developing skills, consistency, fluency, greater accuracy, quality of technique). 	<ul style="list-style-type: none"> • Exercising safely and effectively to improve health and well-being (Understanding Components of Health Related Fitness). • Accurate replication of actions, phrases and sequences (Balance, rotation and flight). • Outwitting opponents (Combine, perform, developing skills, consistency, fluency, greater accuracy, quality of technique). 	<ul style="list-style-type: none"> • Accurate replication of actions, phrases and sequences (Balance, rotation and flight). • Exercising safely and effectively to improve health and well-being (Understanding Components of Health Related Fitness). • Outwitting opponents (Combine, perform, developing skills, consistency, fluency, greater accuracy, quality of technique). 	<ul style="list-style-type: none"> • Accurate replication of actions, phrases and sequences (Balance, rotation and flight). • Exercising safely and effectively to improve health and well-being (Understanding Components of Health Related Fitness). • Performing at maximum levels (Further develop the skills of sprinting, jumping and throwing, adapt skills, to the needs of the event, describe elements). • Outwitting opponents (Combine, perform, developing skills, consistency, fluency, greater accuracy, quality of technique). 	<ul style="list-style-type: none"> • Performing at maximum levels (Further develop the skills of sprinting, sustained running, jumping and throwing, adapt skills, to the needs of the event, describe elements). • Outwitting opponents (Combine, perform, developing skills, consistency, fluency, greater accuracy, quality of technique). 	<ul style="list-style-type: none"> • Performing at maximum levels (Further develop the skills of sprinting, sustained running, jumping and throwing, adapt skills, to the needs of the event, describe elements). • Outwitting opponents (Combine, perform, developing skills, consistency, fluency, greater accuracy, quality of technique).
Religious Studies	CAT 1 <ul style="list-style-type: none"> • What is the Bible like? 	CAT 2 <ul style="list-style-type: none"> • “Some things are worth risking your life for”. • William Tyndale, the Protestant Reformation and risks to life today. 	<ul style="list-style-type: none"> • The origins of Islam in Makkah. CAT 3 <ul style="list-style-type: none"> • “On Judgement Day, Allah will decide whether people go to Paradise or Hell”. 	<ul style="list-style-type: none"> • The Day of Judgement in Islam. • Hinduism and Reincarnation. • Near Death Experiences and other beliefs about life after death. 	<ul style="list-style-type: none"> • What is it like to be a Buddhist? • The story of the Buddha. • The Four Noble Truths. 	<ul style="list-style-type: none"> • The Noble Eightfold Path. • Buddhist moral action in the world today.
Science	<ul style="list-style-type: none"> • Health and Lifestyle 	<ul style="list-style-type: none"> • Acids and Alkalis. • Metals and Acids. 	<ul style="list-style-type: none"> • Electricity and Magnetism. • Separation Techniques. 	<ul style="list-style-type: none"> • Energy. 	<ul style="list-style-type: none"> • The Periodic Table. • Motion and Pressure. 	<ul style="list-style-type: none"> • Ecosystems Processes. • Adaptations of Organisms.

Textiles	Rotation 1 – Organic Forms: Insects <ul style="list-style-type: none"> • Review Health and Safety. • Sewing machine skills Year 8 – introduction to stitch guide. • Developing decorative stitching skills. 	Rotation 1 – Organic Forms: Insects <ul style="list-style-type: none"> • Using keywords, linking to relevant artists work. • Development of skills: applique, couching, decorative stitching. • Large textiles response to artists work based on Organic forms. 	Rotation 1 – Organic Forms: Insects <ul style="list-style-type: none"> • Using keywords, linking to relevant artists work. • Development of skills: applique, couching, decorative stitching. • Large textiles response to artists work based on Organic forms. 	Rotation 2 – Organic Forms: Insects <ul style="list-style-type: none"> • Review Health and Safety. • Sewing machine skills Year 8 – introduction to stitch guide. • Developing decorative stitching skills. 	Rotation 2 – Organic Forms: Insects <ul style="list-style-type: none"> • Using keywords, linking to relevant artists work. • Development of skills: applique, couching, decorative stitching. • Large textiles response to artists work based on Organic forms. 	Rotation 2 – Organic Forms: Insects <ul style="list-style-type: none"> • Using keywords, linking to relevant artists work. • Development of skills: applique, couching, decorative stitching. • Large textiles response to artists work based on Organic forms.
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