

## YEAR 8 CURRICULUM MAP, SPRING TERM

### ENGLISH

In **English**, students will study the popular and powerful play, Noughts and Crosses adapted by Dominic Cooke from the original novel by Malorie Blackman. They then move on to opinion writing experimenting with style and tone.

### HUMANITIES (GEOGRAPHY, HISTORY, RELIGIOUS EDUCATION)

In **Geography**, we will study the topic of Coasts which will cover waves, marine processes and their associated landforms. We will also look at examples of coastal erosion and management. We will also study Tropical Rainforests where we learn about the climate, structure, plant and animal adaptations, deforestation and sustainable management.

In **History**, we focus upon the religious and political tensions of the 17<sup>th</sup> Century through exploring the Gunpowder Plot, the English Civil Wars 1642-1651, the Restoration and the Glorious Revolution.

In **RE**, our focus is around 'Being Human', through studying Art and Poetry. We reflect on the existential problems of being human and our rights and responsibilities. We also examine the language of belief, and justice, through the example of Maria Gomez and the Good Samaritan as well as studying Diwali, Creeds, Equality and Guru Nanak, Hindu spirituality, and expressing meaning.

### MODERN FOREIGN LANGUAGES

In all languages, the three pillars of learning – Grammar, Vocabulary and Phonics – are taught in every lesson. Lessons incorporate constant practice of Listening, Reading, Speaking and Writing. In **French**, the key themes for this term are: 'A loisir' and 'Le monde est petit'. Students build on knowledge and practise key phrases necessary for buying food, going to the cinema and arranging to go out. This unit revisits all previously learned present tense regular and irregular verbs to describe hobbies and leisure activities in more detail and introduces the future and past tense, which sees students build confidence in saying what they will do or have done. We also revisit previously learned *er* regular verb endings essential for use with the verb *habiter* so that pupils can talk about where they and others live, as well as present tense reflexive verbs, which are essential for describing daily routine activities. In **Spanish**, we describe school facilities and timetables along with their future plans for extra-curricular activities and free-time. We move on to 'Dieta y Salud' in which we look at Hispanic foods and eating customs along with pupils own eating habits and opinions on food. Pupils learn how to form the past (preterite) tense in the 'I' form and how to order food and drinks. In **Mandarin**, the key themes are: 'Holidays', 'All about me' and 'Where do you live?'.

### MATHS

In **Maths**, we firstly learn statistics and probability - stem and leaf diagrams, averages from tables (inc. grouped), scatter graphs and correlation, probability for two or more events, and use Venn diagrams for probability. They secondly study Algebra - linear & geometric sequences, recursive formulae, equations with fractions. Thirdly, we learn geometry and measure - converting units of area, Pythagoras' Theorem, area and perimeter of 2D shapes, surface area & volume of prisms.

### PSHE, FORM TIME, ASSEMBLIES AND PE (PHYSICAL EDUCATION)

The **PSHE** curriculum begins with Digital Literacy, including digital footprints, ethical use of technology, knife crime, drugs, smoking and relationships. Assemblies incorporate themes such as our values and behaviours, being hopeful and visionary, Holocaust Memorial Day, caring for our environment, LGBTQ+ History Month, Literacy Week and 'Awe and Wonder,' including the Peter Bolton Memorial Awards.

In **PE**, we look to advance students skills in leadership and communication. Alongside this, opportunities to develop their organisation skills, resilience and ambition in sport will be given. The sports pupils play will also allow students to demonstrate development of their Cardiovascular Endurance. Cricket will be introduced in after-school sessions and Bikeability will be available to the whole cohort.

### BIOLOGY, CHEMISTRY, PHYSICS AND COMPUTING

In **Biology**, we study material cycles and energy, cellular respiration and photosynthesis. Meanwhile, in **Physics** we study Light and Electricity. In **Chemistry**, we focus on Atoms in chemical reactions, Combustion, Thermal Decomposition, Conservation of Mass, Exothermic and Endothermic Energy level diagrams and Bond energies. In **Computing**, the term begins with a recap of data representation, denary and binary. We then progress to studying hexadecimal, followed by ASCII, Unicode and Bitmap. The following unit then focusses on HTML and CSS2.

### ART, DESIGN AND MUSIC

This term in **Art**, we develop our primary and secondary observational drawing through 'Still Life'. We also have an opportunity to paint having learnt about tone and colour theory and create pieces using abstract Cubist painting skills inspired by Picasso. There are two distinct units in Y8 **Design Technology**. In Resistant Materials, pupils follow the iterative process to create a bridge from timber using a range of workshop tools. They cut joints and consider load bearing, static and dynamic as well as triangulation. In Food, pupils look at food safety/food poisoning/ healthy eating/ balanced diet. They also look in more detail at macro-nutrients. They cook bread, pizza, pasta bake, a stir fry, macaroni cheese and Diwali biscuits. In **Music**, we enjoy a really diverse range of subjects. We learn African drumming, use software to create music, study Folk music with a case study on China, and explore Blues music: its history and performance.