

YEAR 8 CURRICULUM MAP, AUTUMN TERM

ENGLISH

We study our first full work of Shakespeare this term: 'The Tempest' (a tragi-comedy). This builds upon the Shakespeare unit in Year 7 which explored a number of plays including Romeo and Juliet, Coriolanus (tragedy plays) and Julius Caesar (history play) and the Merchant of Venice (tragi-comedy). We then develop our knowledge and skills from studying sonnets, speeches and plays, to explore poems on the theme of 'Identity.' In this unit, we study ten poems: 'Dear Brum' (Casey Bailey), 'A Portable Paradise' (Roger Robinson), 'Two Names, Two Worlds' (Jonathan Rodriguez), 'The Face that I keep in the jar by the door' (Harriet Fraser), 'Thirteen' (Caleb Femi), 'Digging' (Seamus Heaney), 'Mother to Son' (Langston Hughes), 'Invictus' (William Henley) and 'Flag' (John Agard).

HUMANITIES (GEOGRAPHY, HISTORY, RELIGIOUS EDUCATION)

In the first half term in **Geography** we examine Rivers and Flooding by covering drainage basins, causes and responses of flooding and we investigate infiltration rates across the school site. We then investigate the upper, middle and lower course of a river by looking at the processes and landforms in each one. We then move onto the topic of work called Unequal World which looks into development and inequality with a focus on Dharavi Slum and fair trade.

In **History**, we continue with the key concepts of power, society, religion, and evidence through investigating the Kingdom of Benin: we compare how the Obas of Benin ruled and what they built to the early Tudors. We will examine the Tudor dynasty, particularly Elizabeth I with key moments such as the Armada, Elizabethan explorers, Francis Drake and the beginnings of the Trans-Atlantic Slave Trade, the Elizabethan religious settlement and the failed settlement at Roanoke.

In **Religious Education**, we look specifically at how meaning is expressed through Creation: The Big Bang Theory, Evolution, Creation Stories; (Genesis, Pan Ku, Hindu Creation Stories) and Buddhist explanations. We then explore worship: Puja, sacraments, meditation and the Langar.

ART, DESIGN AND MUSIC

The **Art** scheme of work 'Lost and Found' has been constructed in memory of Vesey artist Peter Bolton. It consists of a shadow box and the use of a range of mixed media: papier maché, ceramics, recycled objects, painted labels and biro work. The ceramic work builds upon last year when we studied ceramic towers. There are two distinct units in **Design Technology**. In Resistant Materials, we follow the iterative process to create a bridge from timber using a range of workshop tools. We cut joints and consider load bearing, static and dynamic and triangulation. In **Food Tech**, we look at food safety/food poisoning/ healthy eating/ balanced diet. They also look in more detail at macro-nutrients. We cook bread, pizza, pasta bake, a stir fry, macaroni cheese and Diwali biscuits. In **Music**, students are introduced to using keyboards, how to load a DAW and graphic scores. They then learn to build up layers on a loop player, build a graphic score, evaluate Sibelius versus DAW, and then learn hands-on the skills of African drumming.

MATHS

We begin this term by learning about number properties such as factors, multiples and more applications on how to use divisibility tests. We then go on to FDP calculations along with problem solving questions to do with fractions, decimals and percentages. In the final section of number we go on to look at percentages with percentage change problems. We build on the important number skills by looking next at algebra: here we study algebra, simplifying algebraic expressions, rearranging formulae and graphs (including curved ones).

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

In **PSHE** this term we are focus on equality and relationships. All students are compiling their entries for the 'Show Racism the Red card' competition. We build on our understanding of issues discussed in Year 7 such as Islamophobia and apply our knowledge of equality to other protected characteristics such as sexuality and gender. This is all in line with our school values of being actively anti-discrimination. In assemblies we have been re-introduced to our culture (our expected behaviours) and our history. We will have assemblies about sharing, being honest, inclusion, mental health, and Black History Month. We will mark Remembrance Day, and reflect on the idea of accountability and democracy, the importance of rules and laws, being thankful and fairness. In The **PE and Games** curriculum has been carefully mapped to ensure all students undertake a range of activities throughout the year which enables the National Curriculum to be delivered effectively. We are developing students' as cognitive thinkers and augmenting their understanding of performance and competition rules. We also provide a platform for pupils to recall and demonstrate key physical skills such as co-ordination, speed and agility. Bikeability is offered to the whole cohort again.

BIOLOGY, CHEMISTRY, PHYSICS AND COMPUTING

In **Biology**, we focus on the structure and function of living organisms. The first half term investigates the theme of digestion and diet. We then move on to gas exchange and breathing, consider the impact of smoking on breathing, before proceeding to the study how other drugs such as alcohol can negatively impact on the body.

In **Chemistry**, we build on the Y7 particle model through a unit on Matter: elements, atoms, compounds, and formulae before progressing to the 'Periodic Table', investing three different groups of elements: Group 1, Group 7 and Group 0.

In **Physics** half of the year will look first at pressure in solids/liquids/gases and apply this to physical applications such as hydraulics that are used in machines. The other half will study forces in different contexts such as friction, drag, springs and turning forces. Students will then switch over.

Computing uses simulations in Flowol to create accurate sequences of instructions to control a variety of outputs. Students will also use Micro:bits to create working programs for a small embedded computer system using code blocks to challenge their sequencing, selection and iteration skills.

Year
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MODERN FOREIGN LANGUAGES

In **French**, our topic to begin the year is 'Holidays' and our grammar foci include the past perfect and the use of negatives. The second half term sees us re-visit opinion verbs, followed by infinitives, in the context of the topic of 'Festivals'. We work on the present tense with all three verb groups: er, ir and re verbs. We do work on the partitive article and learn about the near future tense. In **Spanish** we begin with Unit 5 (Mi ciudad) in which pupils will be able to describe their local town/city and understand basic directions. They learn how to form the Near Future Tense to discuss upcoming plans in their local area. They will also be able to use simple phrases in the Imperfect tense to describe how things were in the past in their town. We move onto Unit 6 (Mi insti) in which pupils will be able to give opinions on school subjects and describing their timetable. In **Mandarin**, we cover 'Food and drink' and 'Holidays focusing on expressing likes and dislikes and ordering food in restaurant. The grammar focuses on using different time frames, and expressing what type of food you want to eat. We learn about traditional Chinese food and drink and local eating styles.