

Curriculum Overview

Year 8

SUBJECT	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
ENGLISH	<p>My Big Bad British Education Poetry and Creative Prose Texts</p> <p>Students will encounter a variety of poetry and creative prose texts and will be able to understand the main points of from a variety of contexts using the TRACK-QUOTE-COVER method and presenting work using Point Evidence and Explain.</p> <p>They will apply this understanding in order to be able to produce a piece of creative prose that explores the theme of education, as well as, attempts to create mood and atmosphere in their writing, and in turn meet the demands of genre, audience and purpose.</p> <p>The World of Work is also explored in response to the job specification set for this task by WJEC, candidates will participate in two parts of a mock interview: an interview presentation and then a panel interview (20 marks)</p>		<p>HEROES AND REBELS READING AND WRITING CREATIVE NON-FICTION</p> <p>Students are required to read and understand texts from creative non-fiction genres, including biography and autobiography, as well as, produce a creative non-fiction text of their own.</p> <p>Previous comprehension skills are built-upon to draw inferences and search for alternative meanings in texts. Skills are developed further as texts are examined methodically, and as a pre-cursor to GCSE exam skills. Themes and main language and structure features are highlighted through text-dependent-questioning.</p> <p>Knowledge of creative non-fiction text will be used as a springboard to produce biographical texts.</p> <p>Sentence constructions and beginning to use punctuation to convey meanings will be of particular interest. As will, control and use of verb tense and increasing ability in selecting precise vocabulary to create effects.</p>		<p>CRIME AND HORROR READING AND WRITING CREATIVE PROSE AND NON-FICTION</p> <p>Students are required to read and understand texts from creative genres, as well as, non-fiction articles. and produce a non-fiction texts of their own using a formal language variety.</p> <p>Previous comprehension skills are built-upon to draw inferences and search for alternative meanings in texts. Skills are developed further as texts are examined methodically, and as a pre-cursor to GCSE exam skills. Themes and main language and structure features are highlighted through text-dependent-questioning. Students begin to employ Point Evidence Explain in essay style responses to texts, as well as, use Track-Quote-Cover as a method of analysing resource materials. Explicit teaching of generic conventions made throughout.</p> <p>Students will build on previous learning in order to produce a report for a business audience concerning youth crime and ways in which it might be tackled by the authorities. Sentence constructions and beginning to use punctuation to convey meanings will continue to be of particular interest. As will, control and use of verb tense and increasing ability in selecting precise vocabulary to create effects.</p>	

					Students will prepare and deliver a short presentation of their own choosing using a standard English language variety	
CEIAG SPOTLIGHT	The World of Work is also explored in response to the job specification set for this task by WJEC, candidates will participate in two parts of a mock interview: an interview presentation and then a panel interview (20 marks)				Students will build on previous learning in order to produce a report for a business audience concerning youth crime and ways in which it might be tackled by the authorities.	
MATHS	Proportional reasoning- <ul style="list-style-type: none"> Ratio and scale Multiplicative change Multiplying and dividing fractions 	Representations- <ul style="list-style-type: none"> Working in a Cartesian plane Collecting and representing data Tables 	Algebraic techniques- <ul style="list-style-type: none"> Brackets, equations and inequalities Sequences Indices 	Developing number- <ul style="list-style-type: none"> Fractions and percentages Standard index form Number sense 	Developing geometry- <ul style="list-style-type: none"> Angles in parallel lines and polygons Area of a trapezia and circles Line symmetry and reflection 	Reasoning with data- <ul style="list-style-type: none"> The data handling cycle Measures of location
CEIAG SPOTLIGHT	Possible career opportunities in- <ul style="list-style-type: none"> Chef Scale modelling Geographer Pharmacist Nursing 	Possible career opportunities in- <ul style="list-style-type: none"> Data collection and analysis Economist Statistician 	Possible career opportunities in- <ul style="list-style-type: none"> Artist Engineer Video game designer 	Possible career opportunities in- <ul style="list-style-type: none"> Retail-working out discounts Banking Scientist 	Possible career opportunities in- <ul style="list-style-type: none"> Landscape gardener Builder Artist Interior design Athlete Doctor 	Possible career opportunities in- <ul style="list-style-type: none"> Data collection and analysis Economist Statistician
SCIENCE	Chemical reactions Acids and alkalis	Food and digestion Light and sound	Respiration	Heating and cooling	Ecological relationships	Magnets

	STEM Project	Skills lessons. Graph practice.	Rocks and weathering Fortnightly skills lesson.	Microbes and disease Fortnightly skills lesson.	Atoms and elements Fortnightly skills lesson.	Mixtures and compounds Fortnightly skills lesson.
CEIAG SPOTLIGHT	Possible career opportunities in: Biomedical science	Possible career opportunities in: Biomedical science	Possible career opportunities in: Nursing, medicine, geology	Possible career opportunities in: Biomedical science	Possible career opportunities in: farming	Possible career opportunities in: Mechanical engineering
ICT	Online Safety Cyberbullying, dangers of online friendships, careful what you post online	Adventure story – interactive story looking at computational thinking and sequencing	Understand Computer networks – what is the internet, common networks and issues	Introduction to Python- learning algorithms and syntax	Spreadsheets – modelling finances, an introduction to new software	Binary / Scratch Understanding computer language, game design
CEIAG SPOTLIGHT	Routes into cyber security and child protection.	Office and admin using PowerPoint or equivalent	Possible future roles as IT technician, building computers and office networks.	Possible future career in computer programming	Office administration using office software	Possible future career in computer programming and game design
ART/DT	Line and mark-making-Gustav Klimt (Pencil and pen)	Pattern- Mehndi (Pencils, fine liners, wax resist and paint)	Organic Forms-Tonal studies (Pencil, coloured pencils)	Painting-Georgia O’Keefe (Poster paint, acrylics)	Sweetie project (Mixed media collage)	Andy Goldsworthy (Photography, Sculpture)
CEIAG SPOTLIGHT	The work of artists and craftspeople	The work of artists and craftspeople	The work of artists and craftspeople	The work of artists and craftspeople	The work of artists and craftspeople	The work of artists and craftspeople
PE	Rugby	Football	Table Tennis	Swimming	Cricket	Athletics

	<p>– Re-enforcement of ball handling, tackling from a standing static position, Rucking ensuring good foundations, attacking sets in rugby, scrummaging in small groups, line outs 2 v 2 with non-lifts. Personal development is respect between pupils and staff. Personal challenge for each people. Teamwork being worked on throughout.</p>	<p>– Pupils begin to have pressure placed upon them when controlling the ball. They are expected to dribble at a faster pace than last year. Pupils then discuss and execute timing in tackles and the importance of this. Passing in football focuses on keeping possession during a game. Supporting the ball carrier reiterates previous weeks learning and the positioning around the performers. Also, gives the pupils an opportunity to coach each other as this is necessary for Cambridge Nationals Award at KS4.</p>	<p>- Pupils begin to engage in more game time. Playing to the standard 11 points in a game. The game play will improve when development of rules and technique improve. Pupils begin to shot select under pressure. Teamwork will be evident from the doubles games that the pupils take part in. Also, independence development will take place due to the singles games pupils will look to play.</p>	<p>– Speed swim marked out and times compared to norm data, Endurance swim marked out and times compared to norm data. Treading water time given and pupils practice treading water to ensure good technique. Surface dives ensuring good technique and correct depth of diving. Underwater swim distance marked out and pupil’s practice to ensure no panicking whilst underwater. HELP position – ensure good placement of float. Introduction to Huddle position. Personal development – Life skill, essential in danger situation. Also, allows pupils to engage with the public outside of the school environment. Therefore, allowing pupils forms of independence moving forwards.</p>	<p>– Cuts and hook shots in batting. Introduction to line and length to improve accuracy of bowling. Looking at close fielding and the differences between short and long fielding. Personal development – Teamwork is still evident from the previous sports undertaken. Individual elements for each section looks at improvement over time. Inclusion, looking at getting everyone involved in the activity.</p>	<p>– Track events – focus on technique during running. Medium distance track events focusing on race strategy. Shot putt’s two step throws, discus using spin technique and javelin focusing on cross over run up. High jump exploring Fosbury flop technique. Triple jump focus on hop and step for greater distance. Personal development - personal challenge in various sporting events. Respect for competing athletes for what is considered dangerous equipment.</p>
<p>CEIAG SPOTLIGHT</p>	<p>Possible career opportunities – Rugby professional, Rugby</p>	<p>Possible career opportunities – Football professional</p>	<p>Possible career opportunities – Table Tennis professional,</p>	<p>Possible career opportunities – Swimming</p>	<p>Possible career opportunities – Cricket professional,</p>	<p>Possible career opportunities – Athlete, Athletics</p>

	coach, Rugby analyst, Physio, PE teacher.	Football coach, Football analyst, defensive coach, midfield coach, attacking coach, Physio, PE teacher.	Table Tennis coach, Table Tennis analyst, Physio, PE teacher.	professional, Swimming instructor, lifeguard, PE teacher.	Cricket coach, Cricket analyst, Physio, PE teacher, bowling coach, batting coach, fielding coach.	coach for various events, analyst, commentator, Physio, PE teacher.
PSD	First Aid and personal safety, focusing on road safety Alcohol and drug misuse and managing peer influence	Rights and responsibilities in the community Tackling age and disability discrimination	Tackling racism and religious discrimination, promoting human rights Online safety and digital literacy	Mental health and emotional wellbeing including body image Managing change and loss	Introduction to sexuality and consent Introduction to contraception including condoms and the pill	Evaluating value for money in services Risks and consequences making financial decisions
RE (ASDAN) (carousel)	ASDAN Beliefs and Values- Values, beliefs and decision making A	ASDAN Beliefs and Values- Crime and punishment A (Christianity and 1 other faith)	ASDAN Beliefs and Values- Peace and Conflict A (Christianity and 1 other faith)	ASDAN Beliefs and Values- Creed A (Christianity and 1 other faith)	ASDAN Beliefs and Values- Inspiration A (Christianity and 1 other faith)	ASDAN Beliefs and Values- Environment A (Christianity and 1 other faith)
MFL (Spanish)	Basic vocabulary Greetings Counting up to 15 Counting up to 100 Talking about the weather Colours Snacks Telling the time		Introductions Introducing yourself Getting used to Spanish pronunciation Using the verb tener to give your age Saying when your birthday is Asking someone when their birthday is		School Life Talking about the classroom Understanding el/la, the definite article (pencil cases/school bag) Talking about your school subjects Saying what you do in lessons Talking about your teachers	
CEIAG SPOTLIGHT	Travel & tourism industry Retail		Travel & tourism industry Retail		Travel & tourism industry Retail	

	Catering industry Care industry Translators		Catering industry Care industry Translators		Catering industry Care industry Translators	
Media	What is Media? (An Introduction to Media part one)	What is Media? (An Introduction to Media part two)	Comics / Print Media	Video Games	Film Studies	Media Mash Up / Trips
CEIAG SPOTLIGHT	Careers in media	Careers in media	Comic artists and journalism	Careers in gaming	Careers in the film industry	All media based careers
Humanities	<u>History</u> The Monarchy, Church and Power (Themed around Robin Hood)	<u>Geography</u> Case study of America	<u>History</u> Tudor Times, Henry VIII and his reign	<u>Geography</u> Superpowers of the world to include facts about the key countries.	<u>History</u> The industrial Revolution What was life like during the Industrial Revolution?	<u>Geography</u> Natural Disasters. Volcanoes, Earthquakes.
CEIAG SPOTLIGHT	Historians and researchers	Working abroad	Historians and researchers	Working abroad	Historians and researchers	Seismologists

Outdoor Ed	Pupils will take part in a range of Outdoor Education activities- 1 full-day per half term	Pupils will take part in a range of Outdoor Education activities- 1 full-day per half term	Pupils will take part in a range of Outdoor Education activities- 1 full-day per half term
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