

Curriculum Overview

Year 8

<u>SUBJECT</u>	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
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ENGLISH

My Big Bad British Education Poetry and Creative Prose Texts

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.

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.

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)

HEROES AND REBELS READING AND WRITING CREATIVE NON- FICTION

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.

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.

Knowledge of creative non-fiction text will be used as a springboard to produce biographical texts.

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.

CRIME AND HORROR READING AND WRITING CREATIVE PROSE AND NON-FICTION

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.

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.

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.

Students will prepare and deliver a short presentation of their own choosing using a standard English language variety

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
SCIENCE	Activate SoW- B1 – cells B3 – reproduction P4 – space C3 – acids and alkalis Fortnightly skills lesson.	Activate SoW- B1 – healthy lifestyles C1 – periodic table STEM project.	Activate SoW- P1 – electricity and magnetism P2 - energy Fortnightly skills lesson.	Activate SoW- B2 – ecosystems P3 – motion and pressure Fortnightly skills lesson.	Activate SoW- C2 – separation techniques C3 – reactions of acids Fortnightly skills lesson.	Activate SoW- C4 – earth B3 – adaptations and inheritance Fortnightly skills lesson.
ICT	Computer rules, health & safety, using email, safe Internet searching, passwords, computer misuse.	Primary research – creating questionnaires and analysing results.	Functions of different software packages – presenting information.	Graphic design; using one or more suitable software packages to meet the requirements of a brief.	DTP – designing promotional documents in response to a given brief	Intro to Python programming language
ART	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)

<p>PE</p>	<p>Rugby – 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>Football – 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>Volleyball – Dig shot whilst under pressure from a shot coming over the net. Set shot whilst under pressure from a shot coming over the net. Smash whilst under pressure from a set shot. Tip shot whilst under pressure from a set shot. Refereeing games as this will be part of the Cambridge Nationals assessment in KS4. Personal development – teamwork whilst also improving personal skills. Self-improvement in a lesser played sport.</p>	<p>Swimming – 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>Cricket – 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>Athletics – 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>
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PSD	<p>First Aid and personal safety, focusing on road safety</p> <p>Alcohol and drug misuse and managing peer influence</p>	<p>Rights and responsibilities in the community</p> <p>Tackling age and disability discrimination</p>	<p>Tackling racism and religious discrimination, promoting human rights</p> <p>Online safety and digital literacy</p>	<p>Mental health and emotional wellbeing including body image</p> <p>Managing change and loss</p>	<p>Introduction to sexuality and consent</p> <p>Introduction to contraception including condoms and the pill</p>	<p>Evaluating value for money in services</p> <p>Risks and consequences making financial decisions</p>
RE (ASDAN)	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)