



WHAT WILL YOUR CHILD STUDY?

IN YEAR 8

HEAD KNOWLEDGE-RICH



To ensure that ambitious substantive and disciplinary knowledge is at the heart of the curriculum. It is specified in detail and taught to be remembered; it is sequenced carefully over time. As a Catholic school we will prioritise knowledge of Jesus, scripture and the Church's teachings.

HEART FAITH, LOVE AND RESPECT



Through students' experiences of the curriculum and wider school life, we will ensure that our school is built on faith, love and respect. Students will have the opportunity to develop their relationship with Jesus through prayer, liturgy, retreat experiences and reflection.

HANDS APPLYING KNOWLEDGE



Once secure, we will focus on the application of knowledge in order to problem-solve and make a difference in the world. Important skills will be modelled and practised until they are mastered. Students will be encouraged to live out their knowledge of the Catholic mission in all of their actions.

"The Catholic school is a path that leads to the three languages a mature person needs to know: the language of the mind, the language of the heart, and the language of the hands." Pope Francis



ENGLISH

OUTCOMES	<p>Conflict</p> <ul style="list-style-type: none"> • Students will have read novels, poetry and a play by the end of the year. They will have read more challenging texts. • They will read more independently for layers of understanding and meaning. • Students will have written for different purposes, practising extended writing especially. • They will present ideas and opinions, and explore creative ideas. Greater independence and accuracy is expected. • Students will again revise parts of speech and some spelling and grammar rules. Technical vocabulary for reading and analysis will be revisited and expected within a student's writing. 			
	TOPICS	Chinese Cinderella	Twelfth Night	Uncle Montague's Tales of Terror
DESCRIPTION	<p>Concepts of culture, cultural diversity and difference, trauma and gender.</p> <p>Understanding conventions of autobiographical writing, first and third person, narrative tension, chronology, character.</p> <p>Making connections between texts.</p>	<p>Understanding context: Shakespeare's theatre – layout, behaviour and conventions within the theatre, genre of comedy, dramatic conventions. Tracking characters and themes across a play.</p> <p>The context of the Elizabethan times; Shakespeare's language; also the concept of language changing.</p> <p>Consider the language associated with Shakespeare and drama.</p> <p>Analysing language – asking: why did Shakespeare write this like this?</p>	<p>Reviewing the conventions of narrative writing: characterisation, themes, setting.</p> <p>Reading for meaning and inference.</p> <p>Revising the concept of gothic literature.</p> <p>Introduce other Gothic writers – Bram Stoker, Jane Eyre, Hillaire Belloc.</p> <p>Making connections between texts.</p>	<p>Historical understanding of WW1 (context), and concepts of patriotism and dissent.</p> <p>Conventions within poetry – the voice, poetic form; the technical language of poetry; purpose, audience and form.</p> <p>Research skills.</p> <p>Making connections between texts.</p>



MATHS

OUTCOMES	The Year 8 curriculum builds on the content taught in Year 7 and begins to deepen and develop students' understanding. Students learn about how to use bar models to understand proportional relationships. Many more algebraic concepts are introduced to enable links to be established between geometry and algebraic manipulation. Calculator use is encouraged in Year 8 alongside regular opportunities for students to practise their mental Maths when appropriate.
Tables and Probability	Students will use knowledge of fractions, decimals and percentages in the new context of probability in this new topic. Students will learn how to: <ul style="list-style-type: none">• Use the language of probability• Place events on a number line• Write simple probabilities• Know probabilities add to 1• Construct sample spaces for 1 or more events• Find probabilities from sample space• Represent and find probabilities from two-way tables• Find probabilities from Venn diagrams
Averages and Range	Students will build on prior knowledge of the mean from prior units of work. Students will learn how to: <ul style="list-style-type: none">• Find and use the mode and median• Find and use the range• Use the mean and median• Choose the most appropriate average to represent a set of data• Identify outliers in a set of data and their effect on the average and range• Compare distributions using averages and range
Representing Data	In this topic, students will build on knowledge of outliers from their prior topic of Averages and Range. Students will learn to: <ul style="list-style-type: none">• Draw and interpret scatter graphs• Describe and interpret correlation• Draw a line of best fit• Read and interpret tables of grouped and ungrouped frequency tables• Represent discrete and continuous data in tables and graphs
Brackets, Equations and Inequalities	Here, students will build on their understanding of equivalence from Year 7. This topic will build on solving one and two step equations. Student will learn how to: <ul style="list-style-type: none">• Identify and use formulae, expressions, identities and equations• Form algebraic expressions• Use negative numbers with algebra• Expand a single bracket• Expand multiple single brackets and simplify• Factorise into a single bracket• Solve equations, including equations with brackets• Form and solve equations with brackets• Understand and solve simple inequalities• Form and solve positive inequalities

Indices	<p>In this topic students are building on prior knowledge of collecting like terms and creating the building blocks needed for the next topic; Standard Form.</p> <p>Students will learn how to:</p> <ul style="list-style-type: none"> • Add and subtract expressions with indices • Simplify algebraic expressions by multiplying indices and use the addition law • Simplify algebraic expressions by dividing indices and use the subtraction law
Standard Form	<p>Here, students build on their knowledge of simple powers such as squares and cubes studied in Year 7 where they learn to represent very small and large numbers using powers of 10.</p> <p>Students will learn how to:</p> <ul style="list-style-type: none"> • Work with numbers greater than 1 in standard form • Work with numbers between 0 and 1 in standard form • Compare and order numbers in standard form • Mentally calculate with numbers in standard form • Multiply and divide numbers in standard form • Use a calculator to work with numbers in standard form
Geometric Reasoning	<p>Building on letter and labelling conversions studied in Year 7, students will develop an understanding of basic angle facts to solve problems.</p> <p>Students will learn how to:</p> <ul style="list-style-type: none"> • Use the sum of angles around a point and on a straight line • Use the equality of vertically opposite angles • Apply the sum of angles in triangles and quadrilaterals • Solve angle problems using properties of triangles and quadrilaterals • Solve complex angle problems
Sets and Probability	<p>Students use their understanding of the language of probability studied earlier in the year to solve probability problems.</p> <p>Students will learn how to:</p> <ul style="list-style-type: none"> • Identify and represent sets • Interpret and create Venn diagrams • Understand and use the intersection of sets • Understand and use the union of sets • Find probabilities from Venn diagrams
Angles in Parallel Lines and Polygons	<p>This topic builds on Year 7 understanding on angle notation as well as Year 8 understanding of basic angle facts.</p> <p>Students will learn to:</p> <ul style="list-style-type: none"> • Identify and calculate with alternate, corresponding and co-interior angles • Solve complex problems with parallel line angles • Identify and calculate with sides and angles in special quadrilaterals • Understand and use the sum of exterior angles of any polygon • Understand and use the sum of interior angles of any polygon • Calculate missing interior angles in regular polygons
Multiplying and Dividing Fractions	<p>Students will have some basic understanding of multiplying and dividing fractions from primary and so this topic deepens understanding of how the rules of multiplying and dividing fractions work.</p> <p>Students will learn how to:</p> <ul style="list-style-type: none"> • Represent multiplication of fractions as diagrams • Multiply integers, fractions and mixed numbers to find the product • Use the reciprocal when dividing by a fraction • Divide integers, fractions and mixed numbers

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RELIGIOUS EDUCATION

OUTCOMES	<p>Students will</p> <ul style="list-style-type: none"> acquire a deep understanding of the account of the Fall in Genesis 3 and the implications this has for human beings and the world, coming to an understanding of what the Church means when it speaks of 'original sin' and how this is distinguished from 'personal sin'. understand and interpret existential questions that lie at the heart of the human condition and reflect on both the meaning of suffering and the meaning of death. Be able to explain how God tried to deal with faithless humanity by holding out the promise of a new covenant and a coming messiah who would restore human beings to covenant fidelity. be able to show a deeper understanding of Jesus who, as the announcer of the reign of God, holds out signs of what this final restoration of all things will look like in his treatment of sinners and outcasts, in his parables of the kingdom, and in his miracles. be able to explain how the final consummation of all things and the end to all suffering as death is defeated in the Resurrection of Jesus, the first-born from the dead. 		
TOPICS	Unit 1: Prophecy and Covenant	Unit 2: Prophecy and Promise	Unit 3: Galilee to Jerusalem
DESCRIPTION	In this unit students will return to the beginning of the narrative of salvation history but focusing this time on the human condition and how the account of the Fall in Genesis 3 is a figurative reflection on flawed human nature. Students then study the important role of the conscience and the importance of baptism.	In this unit, we look at the sacrament again, but this time focus on how, through the anointing with chrism, a person is able to share in the threefold office of Christ as priest, prophet and king.	In the previous unit, students studied the prophecies of a coming messiah, who would be prophet, priest, and king. In this unit students study the ministry of Jesus, focusing particularly on his proclamation of the kingdom reign of God through his action, parables and miracles.
TOPICS	Unit 4: Desert to Garden	Unit 5: To the Ends of the Earth	Unit 6: Dialogue and Encounter
DESCRIPTION	In the last branch, students looked at Christ's encounters with sinners, the sick, and those who suffer on the margins of society. In this unit, we ask the deeper question about the meaning of human suffering and confront the mystery of suffering: if God loves us, why does he allow us to suffer?	In this unit, we look to God's final answer to the mystery of suffering, which is the promise that all suffering will ultimately be overcome by God's love; death will be defeated, and we shall look upon God face to face.	In this unit, students will study contemporary principles of dialogue and proclamation in the Catholic Church were established during the Second Vatican Council. We will explore Hinduism and the impact it has upon the lives of believers and the importance of dialogue between different groups and finding common ground.



SCIENCE

OUTCOMES	<p>Students will have developed their understanding of the fundamental ideas and skills in Biology, Chemistry and Physics and how working scientifically links the three disciplines.</p> <p>Students will have practised:</p> <ul style="list-style-type: none">• Using the language relevant to the stages of the scientific process (working scientifically) in the practical work they carry out.• Separating mixtures and working safely with hazardous materials.• Writing in a scientific style, composing, and communicating their 'sustained reasoning' in explanations/answers. <p>Students will have accumulated detailed knowledge and understanding of:</p> <ul style="list-style-type: none">• The fundamental building block ideas of atoms, molecules, compounds and the reactions of acids and metals.• Electricity and magnetism, energy, motion and pressure and the laws that govern them and practised using equations to solve problems.• How organisms evolved adaptations in the context of their ecosystems as well as how health is affected by lifestyle.
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PTO

ROUND 1 TOPICS	<p>Chemistry is taught first as each science is on a changing rota to ensure equitable delivery of content across all 3 sciences.</p>		
ROUND 1 EXPLANATIONS	<p>Chemistry Topic C2.1 The Periodic Table This Topic builds on and extends the students understanding of particles/ atoms, elements and compounds from Year 7 and introduces them to the idea of organising elements based on their properties as well as group trends in properties – which provides a foundation for the following study of separation techniques based on differences between chemical and physical properties and the ideas of trends provides a foundation for the reactivity series studied in metals and acids.</p> <p>Chemistry Topic C2.2 Separation techniques This topic builds on and extends the student’s knowledge and understanding of particle theory studied in Year 7 by introducing the idea of mixtures and pure substances as well as revisiting the idea of chemical and physical properties studied in the previous topic. The practical nature of this topic allows students to develop essential practical skills building on those developed during Year 7.</p>	<p>Physics P2.1 Electricity and Magnetism This topic introduces the components used in electrical circuits and continues to build on and extend the student’s schema of particle theory by teaching about metallic bonding and free electrons and their flow in the context of current, voltage and resistance. The study of current and voltage provides a foundation for the following topic on energy which looks at generating electricity and electrical power.</p> <p>Physics P2.2 Energy This topic builds on the idea of energy transfer from the sound and light topics in year 7 as well as developing student’s schema of electricity by studying power generation and cost. It extends student’s schemas of the particle model and energy transfer through the study of conduction and convection. It also introduces the idea of renewable and non-renewable resources which are built on in the Ecology topic later this year as well as providing an energy transfer foundation for the Bioenergetics encountered in the Ecology topic.</p>	<p>Biology B2.1 Health and Lifestyle This topic introduces the effect of a human’s lifestyle on the health of the body’s systems which provides a foundation for the study of the effects of humans on the health of ecosystems in the following topics. This topic also extends the student’s knowledge from year 7 about the functioning of organ systems as it takes in in depth study of the digestive system.</p> <p>B2.2 Ecology In this topic, students study Ecosystems and processes. Bioenergetics is introduced here which consolidates the ideas of energy transfer from the Physics energy topic in the context of energy flow through ecosystems. The chemical reactions of Photosynthesis and Respiration build on and develop the ideas of chemical reactions from Year 7. It also develops the ideas of factors effecting the health of systems from the previous topic. The idea of adaptation to habitat is introduced here which provides a foundation for the adaptation and variation topic later in Year 8.</p>

ROUND 2 TOPICS	Chemistry	Physics	Biology
ROUND 2 EXPLANATIONS	<p>Chemistry Topic C2.3 Metals and Acids This Topic builds on and extends the students understanding of acids and alkalis from Year 7 whilst revisiting ideas from the earlier Year 8 Chemistry. It introduces the idea of the reactivity series developing the idea of trends from the periodic table topic.</p> <p>Chemistry Topic C2.4 The Earth This is essentially a stand-alone topic as it is Geology rather than Chemistry. However, it does introduce the composition of the atmosphere which prepares students for atmosphere topic in Year 9 and builds on the idea of metal ores in the crust which links to the reactivity series and prepares students for and the extraction of metals in the GCSE. It also introduces the idea of the structure of the Earth which links with the previous Physics topic on magnetism in which students study the Earth's magnetic field.</p>	<p>Physics P2.3 Motion and Pressure This allows key ideas from the Year 8 Physics to be revisited. This builds on the idea of using equations to solve problems from the Year 7 Forces Topic. It revisits the idea of particle theory through the study of pressure in gases extending student's schema of laws that govern particle interactions through the use of pressure, speed, and moment equations. The study of distance-time graphs provides an excellent introduction to interpreting graphs which is fundamental to all areas of science.</p>	<p>Biology B2.3 Adaptation and inheritance This allows key ideas from the Year 8 Biology to be revisited. It looks at population biology, variation and adaptation which are difficult concepts for students to comprehend and which is why this topic is the last topic in year 8. It builds on the Ecosystem processes topic from earlier in year 8 but challenges students understanding by linking the concepts of variation and inheritance to natural selection. It builds on the Reproduction and cells topics from Year 7 and introduces the idea of DNA and inheritance of genetic material which provides a foundation for the GCSE topic of the same name.</p>



GEOGRAPHY

OUTCOMES	<p>By the end of year 8, students should have a good understanding of scale as the topics vary from national to regional to global scale and they also consider global and local impacts. They will build on their knowledge of social, economic and environmental issues as well as theme of the development gap through the first two topics and of sequencing processes in the second two topics. They will be able to read and construct climate graphs, bar charts, line graphs, pie charts and a variety of informative maps.</p>		
TOPIC	Middle East	Natural Hazards	Physical Landscapes
EXPLANATION	<p>Students learn about the issue of water shortages in a region of hugely contrasting wealth, how desalination is used to overcome this and the social, economic and environmental problems and benefits associated with it. This builds on their ability to “think like a geographer” introduced in the last two topics of year 7 where they first considered the severity of problems, then problems and benefits from different perspectives and now SEE (social economic and environmental) problems and benefits. Then students learn about development issues through the story of Yemen and contrast this with the UAE and Dubai’s fantastical drive to transition from an aging oil-based economy to a tourism and commerce economy for the future. Students consider the SEE impacts of the Palm Jumeirah sand islands.</p>	<p>This is the first topic of KS3 that has a global context. The first 4 topics focus on regional studies with contrasting complex issues. Students are now introduced to physical geography processes that have both a local and global impact which builds on their knowledge of SEE (Social, Economic and Environmental) developed over the last 2 topics. Students build on the concept of the development gap that was introduced in the last topic, to consider how natural hazards affect countries at different levels of wealth.</p>	<p>This topic returns to some of the OS mapping skills learnt last year and it also returned to a local scale (UK), so in this year students learn at a variety of scales compared to the local and regional scale of year 7. Students build on their skills of clearly sequencing processes (in tectonic plate movements causing volcanoes and earthquakes in the last topic) in learning about coastal and river landform development. They build on their knowledge of erosion, weathering and deposition that they learnt in Cold Places in year 7 and they learn about the link between geology and relief in the UK. Having studied the break up of Pangea in the last topic, this helps students understand why there is igneous rock in parts of the UK.</p>



HISTORY

OUTCOMES	<ul style="list-style-type: none"> • to know the chronology of British history from 1745 - 1945. • to be able to analyse primary sources for utility, content and provenance. • to make judgements based on historian's interpretations. • to know and apply key words and concepts in the correct context by building knowledge from year 7. • to study a breath study so pupils will apply disciplinary knowledge such as cause and consequence. 	
TOPICS	The Transatlantic Slave Trade	Industrialisation
DESCRIPTION	<p>The trade of black peoples and goods from Europe, West Africa & the Americas. It is taught first as it is one of the first large scale chronological events to take place in the years 1745-1901 which is in line with the National Curriculum.</p>	<p>British industrialisation explores how industry changed cities and people's lives over the Victorian period. It is taught after the slave trade so that pupils understand the substantive knowledge of how mechanisation changed industry & society. They will also be able to link people's experiences of work and make judgements between the two topics.</p>
TOPICS	British Empire	World War II and the Holocaust
DESCRIPTION	<p>Empire includes where, why and when Britain had an empire. This topic is taught next to show that British political power overseas was changing and the causes of why it was changing. India is also included in the topic to adhere to the National Curriculum's criteria of a depth study in this time period.</p>	<p>This topic includes key events and individuals of WWII such as D-Day & Churchill. It gives a chronological approach the war. It is taught as part of the challenges section of the National Curriculum. It is chronologically post British Empire but coincides with British control of India. It builds on the previous substantive knowledge such as democracy and applies disciplinary knowledge e.g. causation of WWII.</p>



FRENCH

OUTCOMES	<ul style="list-style-type: none">• By the end of year 8 we expect that students begin to expand their long-term memory of a variety of French phrases.• Students will have practiced the core skills of dictation, reading, translation and writing. Students will have completed vocabulary tests twice or three times per half time.• Students will have practiced look, cover, say, write, check in lesson and for homework.					
TOPICS	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
DESCRIPTION	Students start with gaining an insight into describing what they like to eat and drink.	Students then begin to use the future tense to talk about their next birthday.	Students will describe what they wear in different weathers.	Here students begin to learn to speak about alternative plans if the weather is bad.	Students will talk about their routine	Students finish the year speaking about their house.



ICT/COMPUTER SCIENCE

OUTCOMES	<ul style="list-style-type: none"> • By the end of year 8 students should have acquired more complex programming knowledge and skills. • Students will acquire the foundations of web design. • Students will develop their understanding of digital literacy and safety/ 					
TOPICS	Cryptography	Web Design	Social Media	Scratch 2	Python	Micro bits
DESCRIPTION	To know how cryptography is used in modern times computers and its history in early computing.	An introduction into what makes a good webpage. To understand the terminology of websites.	Looking into advantages and disadvantages into social media and how it is used in business. To develop a presentation on how businesses can use social media to increase turnover.	Building on the block programming knowledge from year 7. Introduce advanced programming techniques, such as functions and variables, to make a game	To take the block code skills and convert them into text based programming. Introduce text based programming	To look at how micro bits can be programmed with basic code. Use the bbc micro bits website to help with their coding.



ART

OUTCOMES	<ul style="list-style-type: none"> • Students to gain an understanding of why Art is made; traditionally, aesthetically, conceptually and contemporary Art. • Have the skills to create accurate drawings using various mechanisms. • Be able to employ various drawing techniques to create a wide range of tones to create form and use them effectively. • Be able to use a wide range of media and materials to effectively create art. • Be able to analytically and critically understand Art, understanding what the artist was trying to convey and how this is achieved, also enabling them to understand and explore other cultures. 	
TOPICS	African Art Introduction, Exploring Culture	Design Process
DESCRIPTION	<p>Students gain knowledge and understanding of African Art.</p> <p>Students to take into consideration the formal elements of Art and research ideas, concepts and images to help them to create an informed response.</p>	<p>Developing their understanding as to why Art is made, traditionally, aesthetically and conceptually.</p> <p>What makes a good composition, planning, reviewing, refining and evaluating.</p>
TOPICS	Final Piece	Hundertwasser, exploring environmentalism and architecture
DESCRIPTION	<p>Students understanding of assessment. Assessing their own and others work and recognize the value of what they have achieved. Students will identify areas for improvement and risks they have taken. They will be able to assess what level they are and what they need to do to improve.</p>	<p>Students gain knowledge and understanding of Hundertwasser, environmentalist painter, and architect.</p> <p>Record from observation. Gain knowledge/understanding of various drawing techniques.</p> <p>Understand the properties of materials, how to manipulate them and develop their skills using various techniques and processes.</p>



DESIGN AND TECHNOLOGY

OUTCOMES	<ul style="list-style-type: none"> • In Year 8 pupils will build upon and reinforce their knowledge from Year 7 • They will engage in projects of a higher technical difficulty • They will work with new tools and machinery • They will have more opportunity to personalise their projects and conduct research 				
TOPIC	Food and Nutrition	Resistant Materials	Systems Technology	Graphic Design	Textiles Technology
EXPLANATION	<p>Pupils will learn about the school food plan and about traceability of food. They will carry out practical tasks at a medium difficulty level with more ingredients than in Year 7.</p>	<p>Pupils will learn about metals, their origin and properties. They will use jigs and templates to shape metals. They will use new tools and equipment. They will iterate their designing.</p>	<p>Pupils will learn about circuits and how to build a circuit board. They will learn about sensors and how to represent their circuits as diagrams. They will solder and work with plastics.</p>	<p>Pupils will develop their drawing skills both by hand and in CAD. They will learn about matching materials to uses and about industrial processes used in graphics</p>	<p>Pupils will learn new processes including batik, tie dye and quilting. They will learn about sustainable design in textiles and about matching fabrics to functions.</p>



DRAMA

OUTCOMES	<ul style="list-style-type: none"> • Year 8 students begin to develop their knowledge of the core terminology, techniques and skills needed to prepare them successfully for GCSE and A Level. • Students will continue to focus on practitioners and genres with a particular focus on social issues. • Year 8 are on a rotation and attend drama lessons 7 weeks twice in the academic year. • Acting and vocal skills developed alongside drama techniques. • End of topic assessments on techniques explored . • Students will be able to offer critical feedback on their work and the work of others through peer assessment • All students will continue to develop their understanding of how the topics fit into the bigger picture . 	
TOPICS	Brecht	How to Devise
DESCRIPTION	<p>Theme: Bullying</p> <p>The Practitioner Bertolt Brecht’s Alienation techniques continue to be embedded into the lessons with techniques: Alienation:</p> <p>Character Development, Freeze Frame, Placards, Gestures, Epic Theatre Direct Address, Body Language, Thought Tracking</p> <p>Script: ‘Terrible Fate of Humpty Dumpty’</p> <p>Social Issues</p>	<p>Building on the previous rotation students develop their creativity by devising and writing their own additional dialogue using the techniques of Brecht</p> <p>Skills developed:</p> <p>Team building, communication, listening, independent learning, script writing, reading</p> <p>Creative Writing: Off Text work</p>



MUSIC

OUTCOMES	<ul style="list-style-type: none"> • Play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically • Improvise and compose; and extend and develop musical ideas by drawing on a given range of musical structures, styles, genres and traditions • Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions • Identify and use the interrelated dimensions of music expressively and with increasing sophistication using different types of scales and other musical devices • Listen with increasing accuracy to a wide range of music from great composers and musicians • Develop an understanding of the music that they perform and to which they listen, and its history 				
TOPIC	Blues	Baroque	Melody 2	Indian	Classical
EXPLANATION	Learn about primary chords and chord progression, and how to improvise using a scale.	Develop knowledge of chords and melody-writing in the context of Baroque music. Practise writing in staff notation.	Broaden knowledge of scales and compose using these with intention.	Practise using new scales and other compositional devices to create authentic sounding North Indian Classical music. Practise writing in staff notation.	Learn how to use chords and melodies in new and varied ways using compositional devices. Practise writing in staff notation.



PHYSICAL EDUCATION

OUTCOMES	<ul style="list-style-type: none"> • Students will know the rules, regulations and scoring systems of each activity area. • Students will know the tactics and strategies of each activity area. • Students will know the Year 8 fundamental sports science knowledge specifically identified for the Physical Education domain. • Students will have the knowledge and understanding of the core and some advanced skills for each activity area. • Students apply their knowledge and demonstrate core skills in a range of contexts from isolation to competitive practices. • Students apply their knowledge and demonstrate core skills in a well-sequenced and systematic order. 	
TOPIC	Year 8 Boys Advent / Easter: Trampolining, Rugby, Football, Table Tennis, Health Related Exercise, Basketball, Handball, OAA Pentecost: Athletics, Cricket, Tennis	Year 8 Girls Advent / Easter: Trampolining, Rugby, Football, Netball, Health Related Exercise, Hockey, Handball, OAA Pentecost: Athletics, Cricket, Tennis
EXPLANATION	<p>Students follow a spiral curriculum where activity areas are revisited from one year to the next. Each activity area is comprised of an 8-week unit of work where lessons are specifically sequenced in a systematic order which allows students to gradually build upon knowledge in order to achieve a deeper understanding of the activity area and therefore demonstrate and apply that knowledge securely.</p> <p>Students will build upon their knowledge of previous concepts within each individual activity area by adding greater complexity. In Handball in Year 7 for example, students are taught to utilise the jump shot technique when shooting, however in Year 8 students are taught the three-step striding jump shot technique when shooting.</p>	



CAREERS

TOPIC	Clubs fair	The Nottingham Labour Market	Using Unifrog	Careers Fair	Careers Week
EXPLANATION	<p>Students will learn which Careers link to particular extra-curricular activities</p>	<p>Students will understand what is meant by labour market information and why it is important when career planning</p> <p>Students will be able to identify the key employers in Nottingham and identify jobs you could do in these workplaces</p>	<p>Students will learn to use an online Career programme, Unifrog, to start to make more informed choices about their future career pathways</p> <p>Students will learn how collect information on an employment opportunity that they are interested in and identify skills, qualities and abilities needed for it.</p>	<p>Students will learn about our labour market, different career options and pathways. Students will be guided by employers what qualifications lead to particular career pathways</p>	<p>Students will learn about what Careers look like in each subject across the curriculum</p>



Our Personal Development Curriculum lessons are currently divided into four complementary areas:
Careers, Citizenship, Physical and Mental Well-Being, RSE.

PERSONAL DEVELOPMENT

TOPIC	Online safety	Citizenship: finance and human rights	Healthy eating, well-being, drugs and tobacco	Careers	Physical health and fitness
EXPLANATION	Students learn the similarities and differences between the online and physical world. Students should know how to identify harmful behaviours online, how to report it and find help.	Students learn the functions and uses of money, the importance of budgeting and managing risks. Students should know human rights and international law.	Students learn to maintain a healthy lifestyle and the links with poor diet and health risks. Students should know the positive associations between physical activity and the promotion of mental wellbeing. Students should know about legal and illegal drugs and their associated risks.	Students identify the key employers in Nottingham and identify jobs you could do in these work places. Students collect information on an employment opportunity that they are interested in and identify skills, qualities and abilities needed for it	Students learn to be aware of what constitutes a healthy lifestyle including maintaining a healthy weight, and about the science relating to blood, organ and stem cell donation.