



Year 8 Overviews

Art

Autumn Term	
Topic Title	Details
Year 8 - Genre	<p>Research tasks accompany practical work allowing students to consolidate skills of analysis and broaden subject knowledge of the formal elements. Key vocabulary accompanies each project</p> <p>Use of a sketchbook to record and explore ideas.</p> <p>Show a systematic approach to developing finished pieces of work linked to artists studied.</p> <p>See knowledge organiser and project breakdowns in sketchbooks for more detail.</p>
Figurative - Circus	<p>Establish basic figure using line; develop the human figure/tonal values and cross hatching, building 3D form.</p> <p>Extend drawing vocab - drawing, painting, collage. Look at the work of Matisse, Picasso, Knight as Inspired by the Circus and its performers.</p> <p>Accurate obs drawings of human figure, exploring a range of representation, different techs/media inspired by the artists.</p> <p>SMSC – disguise, assimilation, acceptance. BV - The outsider, minority, inclusivity, romantic culture of the Circus. Pencil, red pen, oil pastel. Position, pose, movement.</p> <p>Blind contour drawing.</p> <p>Re-visit line and mark-making, develop/record surface texture. Re visit mixing colours and tonal shades using paint thinking about application + consistency of paint.</p> <p>Research/analysis- looking at the work of Artists related to the topic or theme.</p> <p>Explore selfies, emotions, and expressions. Self-portrait or celebrity as a clown.</p> <p>Universality of human representation through time.</p> <p>Oil pastels, powder paint, photography.</p>
Spring Term	
Topic Title	Details
Still Life – Fruits and Vegetables	<p>Extend drawing vocab. With a focus on mark-making skills, touch, and texture.</p> <p>Learn about value and light, draw 3D spheres, use a wider range of tonal shades.</p> <p>Draw from 'direct obs'. making increasingly accurate drawings and paintings of fruits and vegetables.</p> <p>Work in a variety of drawing and painting materials, using a range of techniques, including print.</p> <p>Pencil, tonal shading, ellipses, tonal/colour collage/relief.</p> <p>Look at illustrative work of Dikken. Adding colour and exploring pattern inspired by her techniques.</p> <p>Show evidence of research and analysis and of looking at the work of Artists related to the topic or theme.</p> <p>Develop drawing work into collage and print.</p> <p>Paint, inks, two colour prints.</p>
Summer Term	
Topic Title	Details
Portraiture – Pop Art	<p>Learn how to structure and draw the basic face, Explore, proportion + ratio, practise drawing individual facial features.</p>



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	<p>Record aspects of the face using a tonal range and exploring a range of visual techniques. Use mirrors/photographs. Research Pop Art, Britto, Lichtenstein, deepening visual and written connections through annotation, opinion, and analysis.</p> <p>Use a grid method to accurately enlarge an image. Tonal shading, facial features, Black pen, enlarge, grid. Identify formal elements and characteristics of Pop Art, in the work of Lichtenstein and Britto. Select combination of techniques and media practised, create a self-portrait in the style of a chosen Pop artist. Self-portrait in the style of one of the artists studied. Simplify/abstract, trace photography, Wax crayons, gouache paint.</p>
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Chinese

Autumn Term	
Topic Title	Details
Unit 1: Holidays	Talk about weather using different time frames Talk about different countries and languages Places you would like to go on holiday Different means of transport Use past time markers to talk about where you went on holiday
Unit 5 (Jinbu 1): Food and drinks	Talk about things you like/dislike to eat and drink Different kinds of food and drink Talk about mealtime Ordering in a restaurant
Spring Term	
Topic Title	Details
Unit 2: All about me	Describe people's appearance using verb-adjectives Describe your bedroom Talk about clothes and colours Talk about your daily routine Student project- teenagers' daily routines and clothes in China Culture input- Chinese New Year and Lantern Festival
Summer Term	
Topic Title	Details
Unit 3: Where do you live?	Talk about places in town use relative place words Use future time phrases to talk about weekend plans Describe your house using comparisons Talk about jobs and what you would like to do in the future Culture input – living in China
Equipment needed	Pen (green; red and black), pencil, ruler, glue stick, colouring pencils, scissors, mini white board pens.
Resources	Textbook: Jin Bu 2 ISBN 9780435041137 Websites: http://www.bbc.co.uk/languages/chinese/real_chinese/ https://www.mdbg.net/chinese/dictionary https://quizlet.com http://www.hellochinese.cc/



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Computing

Autumn Term	
Topic Title	Details
Python	Blocks 2 Python Introduction to Python (Print Statement's) Data Types & Variables Variable Inputs Selection Iteration Assessment
Algorithms	What is an Algorithm Sorting Algorithms – Insertion Sort Sorting Algorithms – Bubble Sort Sorting Algorithms – Merge Sort Searching Algorithms – Linear Search Searching Algorithms – Binary Search Assessment
Spring Term	
Topic Title	Details
AR/VR	What are AR and VR How does AR work? The future of AR How does VR work? The Future of VR AR & VR Project Assessment
Computer Systems P2	Input, Output & Storage in the real world Primary & Secondary Storage – features – virtual memory CPU Binary - 8bit Binary Addition Binary Shifts Images Sound Ascii
Summer Term	
Topic Title	Details
Microbit	Intro to the Microbit Blocks to Microbit Input & Selection Accelerometer Identifying Movement Mini Project Assessment
App Development	What is an Application? How Applications are Designed UI & UX Application Design Prototyping Your Project Assessment



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Design Technology

Autumn Term	
Topic Title	Details
Health & safety	Following Health and safety rules as stated in Link book, hazards, risks and risk assessments, workshop procedures and what happens if there is an accident.
Textiles pouch	Heat transfer paints, heat press, bondaweb. Patterns and designs. Sewing machines. Fastenings.
Analysis of work	ACCESSFM – analyse the work of others.
Technical drawing - graphics	Perspective drawing.
Revolutionary figures	Joe Casely-Hayford, Virgil Abloh, Mary Quant, Zaha Hadid STEM, Black History month, careers.
Designers	Rei Kawakubo.
Spring Term	
Topic Title	Details
Design skills - clock	Design skills (technical drawing) – target customer, researching products, iterative design and generating ideas, evaluating products, responsibility of designers.
Timbers and manufactured board – clock	Measuring and marking out, cutting wood – coping or scroll saw, sanding and finishing. Safe use of glue and clamps to fix wood. Achieving a high finish.
Theory: wood, manufactured board	Hard and soft wood, examples and uses. Manufactured board – plywood, MDF, chipboard. Environmental impact of woods, 6Rs.
Designers	Braun.
Summer Term	
Topic Title	Details
CAD	Computer Aided Design – create packaging for the clock. Creating a net.
Graphics	Use of a craft knife to accurately cut out and assemble packaging.
Textiles – weaving	Paper and thread weaving - warp and weft threads, selvedge edges, loom.
Theory: textiles	Other cultures and history of weaving. Other methods of manufacturing fabric e.g. knitting and felting Textiles, fibres, and materials.
Designers	Vivienne Westwood. The Singh Twins.

Drama

Autumn Term



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Topic Title	Details
Naturalism	Naturalism in theatre aims to create a realistic portrayal of life on stage. It focuses on everyday situations, believable characters, and authentic dialogue. The goal is to make the audience feel as though they are observing real life, often highlighting social issues and the human condition.
Key Skills	Observation - Developing the ability to observe and replicate real-life behaviours and interactions. Character Development - Creating detailed backstories and motivations for characters. Emotional Truth - Connecting with and expressing genuine emotions in performance. Script Analysis - Understanding and interpreting the text to uncover deeper meanings and subtext.
Stanislavski Techniques that will be explored	Given Circumstances - Analysing the facts of the script to understand the context of the character and scene. Magic If - Using the question "What if?" to explore how a character would react in different situations. Emotional Memory - Drawing on personal experiences to evoke genuine emotions in performance. Objectives and Super-Objectives - Identifying what a character wants (objectives) and their overall goal (super-objective) throughout the play. Through Line of Action - Maintaining a consistent and logical progression of a character's actions and motivations.
Performance Skills	Vocal Techniques - Clarity, projection, and modulation to convey realistic dialogue. Physicality - Using body language, gestures, and movements that are true to the character and situation. Interaction - Engaging authentically with other characters on stage. Subtext - Conveying the underlying thoughts and feelings of a character through subtle cues.
Theatrical Elements	Set Design - Creating realistic and detailed sets that reflect the environment of the play. Costumes and Props - Using costumes and props that are true to the time period and setting of the play. Lighting and Sound - Employing lighting and sound to enhance the realism and mood of the performance.
Assessment Through Performance	Characterisation - Assessing the depth and believability of character portrayal. Emotional Truth - Evaluating the authenticity and consistency of emotional expression. Interaction and Ensemble Work - Observing how well students interact with each other and contribute to the overall performance. Use of Stanislavski Techniques - Assessing the application of Stanislavski's methods in developing and performing characters. Vocal and Physical Skills - Evaluating clarity, projection, and physicality in performance. Reflection and Analysis - Encouraging students to reflect on their performances and provide constructive feedback to peers.
Spring Term	
Topic Title	Details
Meaningful Theatre	Meaningful Theatre aims to create performances that provoke thought, evoke emotions, and inspire change. It often addresses social, cultural, and political issues, encouraging audiences to reflect on their own lives and the world around them. This curriculum includes elements of physical theatre and theatre for change, providing students with tools to create impactful and transformative performances.



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Key Skills	<p>Critical Thinking - Analysing themes and issues in society. Reflecting on the impact of theatre on audiences</p> <p>Creativity and Innovation - Developing original ideas and concepts. Experimenting with different styles and techniques</p> <p>Collaboration - Working effectively in groups to create cohesive performances. Sharing and integrating diverse ideas</p>
Techniques	<p>Physical Theatre - Using body movements to convey meaning and tell stories. Incorporating mime, gesture, and dance.</p> <p>Theatre for Change - Creating performances that address social and political issues. Using theatre as a tool for advocacy and awareness.</p> <p>Devising - Developing original performances through collaborative creation. Using improvisation and experimentation to generate material.</p>
Performance Skills	<p>Vocal Techniques - Projecting voice to ensure clarity and audibility. Experimenting with tone, pitch, and pace to convey emotions and messages.</p> <p>Physicality - Using body language, gestures, and movements to enhance storytelling. Incorporating physical theatre techniques to create dynamic performances.</p> <p>Characterisation - Developing complex and believable characters. Using physical and vocal techniques to differentiate characters.</p>
Theatrical Elements	<p>Set Design - Creating symbolic and minimalistic sets that support the themes and messages of the performance.</p> <p>Costumes and Props - Using costumes and props to enhance character portrayal and storytelling.</p> <p>Lighting and Sound - Employing lighting and sound to create mood, atmosphere, and emphasis.</p>
Assessment through performance	<p>Characterisation - Assessing the depth and believability of character portrayal.</p> <p>Emotional Impact - Evaluating the ability to evoke emotions and provoke thought in the audience.</p> <p>Collaboration and Ensemble Work - Observing how well students work together and contribute to the overall performance.</p> <p>Use of Techniques - Assessing the application of physical theatre and theatre for change techniques.</p> <p>Vocal and Physical Skills - Evaluating clarity, projection, and physicality in performance.</p> <p>Reflection and Analysis - Encouraging students to reflect on their performances and provide constructive feedback to peers.</p>
Summer Term	
Topic Title	Details
Scripted Theatre Non-Naturalistic	<p>Scripted Theatre involves performing plays from written scripts, allowing students to explore structured narratives, character development, and dialogue. It provides a foundation for understanding dramatic structure and the collaborative process of bringing a written text to life on stage. Non-Naturalistic Theatre breaks away from the conventions of realistic representation. It often uses abstract techniques to convey themes, emotions, and narratives, encouraging students to think creatively and explore unconventional methods of storytelling. This style includes elements such as symbolism, heightened physicality, and direct audience address.</p>
Key Skills	<p>Abstract Thinking - Understanding and applying non-linear narratives. Exploring symbolism and metaphor.</p> <p>Creativity and Innovation - Developing unique and imaginative concepts. Experimenting with various theatrical styles and techniques.</p> <p>Collaboration - Working effectively in groups to create cohesive performances. Sharing and integrating diverse ideas.</p>



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Techniques	<p>Physical Theatre - Using body movements to convey meaning. Incorporating mime, gesture, and dance.</p> <p>Direct Address - Breaking the fourth wall to engage directly with the audience. Using monologues and asides to convey inner thoughts and commentary.</p> <p>Symbolism - Using symbols and abstract elements to represent ideas and themes. Incorporating visual and auditory symbols to enhance storytelling.</p>
Performance Skills	<p>Vocal Techniques - Experimenting with tone, pitch, and rhythm to convey emotions and messages. Using choral speaking and soundscapes.</p> <p>Physicality - Utilizing exaggerated gestures, movements, and facial expressions. Incorporating physical theatre techniques to create dynamic performances.</p> <p>Characterisation - Developing abstract and symbolic characters. Using non-verbal communication to express emotions and ideas.</p>
Theatrical Elements	<p>Set Design - Utilising minimalistic and symbolic set designs to focus on the narrative. Creating an atmosphere that reflects the themes and mood of the play.</p> <p>Costumes and Props - Using costumes and props to enhance character portrayal and storytelling. Incorporating symbolic elements to support the non-naturalistic style.</p> <p>Lighting and Sound - Employing lighting and sound to create mood, atmosphere, and emphasis. Using these elements to enhance the abstract and symbolic nature of the performance.</p>
Assessment through performance	<p>Characterisation - Assessing the depth and creativity of character portrayal.</p> <p>Use of Techniques - Evaluating the application of non-naturalistic techniques such as physical theatre, direct address, and symbolism.</p> <p>Collaboration and Ensemble Work - Observing how well students work together and contribute to the overall performance.</p> <p>Vocal and Physical Skills - Assessing clarity, projection, and physicality in performance.</p> <p>Emotional Impact - Evaluating the ability to evoke emotions and provoke thought in the audience.</p> <p>Reflection and Analysis - Encouraging students to reflect on their performances and provide constructive feedback to peers.</p>



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English

Autumn Term	
Topic Title	Details
Art of the Argument	Students will develop understanding of the power of rhetoric exploring its origins, stylistic devices and effects through a range of speeches through time. What is rhetoric? What is the Aristotelian Triad? What is Ethos, Logos, Pathos? How is pathos created? Who is Martin Luther King? What is the message of 'I have a dream' speech? What are rhetorical writing features? How do a range of writers use rhetoric in their speeches? What is the purpose of an introduction? How can logos be used to establish an introduction? What is a counterargument?
Animal Farm	Details: Students will What is context? What happened during the Russian Revolution? Who is Old Major? How is rhetoric used in Old Major's speech? Who are Napoleon, Snowball and Squealer? Who is Boxer? What is Communism? What is the 'Domino effect' and how does it link to the novel? What is a dictatorship? What is democracy? What is a hierarchy? How does Napoleon turn Snowball against the other animals? What is a purge? What were Stalin's purges and how are they mirrored in the novel? Who is Mr Frederick? Who are Benjamin and Clover? What happens to Boxer? What is a microcosm? How does Animal Farm have a cyclical narrative? Why does power corrupt people?
Spring Term	
Topic Title	Details
AMND	Students will draw on their knowledge of Shakespeare's world and work, applying it to their interpretation of Shakespeare's characterisation and genre conventions. What is the plot of the play? Who is Helena? What sort of character is she? Who is Egeus? What do the audience learn about him? Who are the Mechanicals? Why did Shakespeare introduce them? What is Iambic Pentameter? Who are Oberon and Titania? How does Shakespeare present them? Who is Puck? How does Shakespeare create comical elements in the play? What is suspense? How is it created in Act 3 Scene 2? How does Oberon use power? How does this link to context? What is metatextual? How does it link to AMND? How does the play fit the conventions of a Shakesperean comedy?
Summer Term	
Topic Title	Details
Gothic genre	Details: Students will explore and echo the style and construction of the specific narrative genre, characters, and settings What is Gothic? What are the conventions of Gothic Literature and their effect? What is a typical Gothic setting? How does it create atmosphere? What myriads of monsters are present in Gothic Literature? Who is Dracula? Who is Frankenstein? How might monsters be the unexpected victim in Gothic Literature? How do writers create fear?



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	What is an unreliable narrative voice? What is the effect? What is foreshadowing? What is the effect?
War Poetry	What is a poem? What is the link between text and context? What is meant by the 'voice' of the poem? What is imagery and how is it used for effect? Why has the poet used certain words? Why do poets use certain forms of poetry? What is meant by structure? How does the structure of the poem link to meaning? How is the theme of war presented in the poem? How do poems compare in their presentation of war?



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Food Technology

Autumn Term	
Topic Title	Details
Recipes:	Burgers, fruit pie, lemon slices.
Health & Safety & Hygiene	Understanding of the health and safety and hygiene rules for the food room. Signing of health and safety contract and knife safety assessment. In depth understanding of food hygiene, bacteria and temperature control.
Eatwell guide	Recall understanding of the Eatwell guide and what foods are included in each food category. Planning healthy balanced meals for different age groups.
Carbohydrates	Know what they 3 different carbohydrate groups are, and be able to explain their different purposes.
Food science	How does yeast work? Denaturing.
Pastry	Shortening, flaky pastry.
Spring Term	
Topic Title	Details
Recipes:	Sausage plait, fish balls/vegetable mozzarella balls, Thai green curry.
Food waste	Understand what food waste is, and what the most wasted foods are. How to reduce food waste and environmental impact
Protein	Understand what the nutrient protein is, and its purpose in the body. How to consume enough protein. Energy balance.
Fish	Different categories and examples. Storing, processing, and cooking.
Food tasting	Descriptive sensory language to describe taste, texture, smell and sight – drinks tasting. Careers in food. Sensory evaluation.
Cooking methods	Knowledge of different cooking methods and skills, specialist equipment.
Nutrients	How cooking food affects the nutrient value. How cooking food affects the sensory value.
Summer Term	
Topic Title	Details
Recipes:	Shepherd's pie, Victoria sponge, pasta bake.
Fruit and vegetables	Healthy eating and nutrient balance. Vegetable categories.
Fats and oils	Why the body needs fat, different types of fat and whether they are healthy or unhealthy. Creative presentation of knowledge.
Traffic light labelling	What is traffic light labelling, how this can be used to understand whether foods are healthy. What information is on food labels
Food allergens	What foods are common allergens, working practices to avoid contamination – professional careers
Recipe design	Creative recipe design and time planning
Sauces	Introduction to making sauces
Cereals	Bread and pasta



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French

Autumn Term	
Topic Title	Details
School subjects, your timetable, and express opinions.	Studio 1 module 2 units 1,2,3 French school system School subjects and opinions / reasons + favourite subject is. Name the different periods in the school day using ordinal numbers. Revise numbers 1 to 30 say the time
Details on school day	Studio 1 module 2 units 4,5 Days of the week/ timing of the day/ timing words Say when you have lessons or no lessons, when you start, and finish describe a school day ICT project on Rooks Heath school day Learn usual canteen foods
Spring Term	
Topic Title	Details
Technology. Free-time activities and sports.	Studio 1 module 3 units 1,2,3 Activities on mobile phones /computers / Use of frequency words sports with jouer / being sporty / favourite sportsperson. weather hobbies/activities with faire / present of faire
Free-time activities and sports.	Studio 1 module 3 units 3,4,5 Recap on jouer / faire/ weather / frequency words / create ppt/poster? Activities you like doing/ revise days of the week and timings in the day to say when you do these activities / Ask questions about hobbies /Use aimer/adorer/détester + infinitive. Extreme sports
Summer Term	
Topic Title	Details
Description of town, giving directions, weekend activities.	Studio 1 module 4 units 1,2,3,4 Places in town/ where I live /opinions. directions / prepositions /attractions in a theme park Ask and answer questions about what people do/go at the weekend. days of the week with <i>matin /midi/ après-midi /soir</i> Ask/invite someone to go somewhere
Speaking about holidays	Studio 1 module 4 unit 5 Revision / EOY assessments Activities you can do in town. Studio 1 module 5 unit 1 Countries / where we normally go on holiday / Holiday activities / Use past tense of aller



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Geography

Autumn Term	
Topic Title	Details
T1: Restless Earth	What Are Natural Hazards? Where Do Volcanoes and Earthquakes Happen? How Do Volcanoes and Earthquakes Happen? Measuring the Strength of Earthquakes Why Did Mrs Endo Die? The World's Worst Natural Disaster Why Can't Jirapat Sell Enough Shrimps? How Did the World Respond? How Can the Tsunami Danger Be Reduced?
T2: Work, Rest and Play in the UK (CAREERS)	What Are Employment Sectors? The World of Work Changing Employment Communications and Transport How Do We Spend Our Free Time? Leisure and Recreation in the Great Outdoors The Geography of Sport Should Heathrow Have a Third Runway? The Stuarts Move House
Spring Term	
Topic Title	Details
T3: Water on the Land	A Closer Look at a River How Do Rivers Shape the Land? River Severn: Map Skills What Causes Waterfalls? What Happens on a River Bend? River Landscapes GIS in Geography IT/GIS Boscastle Flood What Were the Responses to the Boscastle Flood?
T4: Challenges and Opportunities in the UK	Poverty in the UK Water Supplies Kielder Water Waste Management Air Pollution Where Does Our Food Come From? Energy What is the Fracking Issue? Geographic Information Systems GIS
Summer Term	
Topic Title	Details
T5: Focus on Africa	The Countries in Africa Show Me the Money Population Distribution in Africa What is Africa Like? African Populations The Sahara Nigeria – A Country of Contrasts Opportunities and Challenges in Nigeria Skills Focus: Cross-Sections



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German

Autumn Term	
Topic Title	Details
Home	Types of houses Rooms in the house Activities at home Furniture Describing your room Prepositions
Town	Types of towns and landscapes Cardinal points Describing your town Places in town
Spring Term	
Topic Title	Details
Holidays	Transport in town Directions Holiday destinations Ways to travel Time-manner-place rule Opinions on travel Places to stay At the train station The past tense
Summer Term	
Topic Title	Details
Shopping	Shops Fruit, vegetables, weights Other products, packaging Saying how much you want Food at the snack stall Clothes
Revision	Revision and End of Year Exams



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History

Autumn Term	
Topic Title	Details
British Empire	Why did Britain want an Empire? Britain and India What was Africa like before the Slave Trade? What was the transatlantic slave trade? The Middle Passage What happened to slaves when they arrived in America? Life on a Plantation How did slaves resist? How was slavery abolished?
World War One	Why was the Scramble for Africa a cause of World War one (WW1) The Arms race Alliances What happened on June 28th, 1914? Why did men volunteer to fight? Were conscientious objector's cowards? What was it like to fight?
Spring Term	
Topic Title	Details
Nazi Germany	Was Germany treated fairly after World War one? Hitler's rise to power 'The Great Depression' Hitler's actions. Mussolini's actions. The failure of Appeasement The League of Nations
World War Two	Was Dunkirk a triumph or a disaster? The Battle of Britain Hitler's invasion of the USSR Pearl Harbour
Summer Term	
Topic Title	Details
World War Two	Stalingrad The Blitz Enigma
Local study	Bentley Priory and the Homefront
World War Two	Why did the USA drop the atomic bombs? Why was Nazi Germany defeated in 1945?
Post War Britain	Decolonization The Cold War: The United Nations The Welfare State Windrush Race relations in Britain. Thatcher



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Latin

Autumn Term				
Chapter	Characters	Grammar	Civilisation	v
1-6 revision				
BASELINE ASSESSMENT (Chapters 1-6)				
7: Londinium	Faustus, Gisco, Indus, Currax Catia tells of her life in Britain Aucissa (Catia's sister) Spanish sailor	Imperfect Tense (BA) Perfect Tense in V	Londinium Food Roman invasion of Britain	
CHAPTERS 1-7 ASSESSMENT				
8: Britannia	Catia's parents Luccus		Roman Britain	
Spring Term				
Chapter	Characters	Grammar	Civilisation	v
8: Britannia	Sabina, Gisco, Indus, Catia (telling the story), Rufina and Faustus	Perfect Tense (VSUSSEX)	Camulodunum Druids	
CHAPTERS 1-8 ASSESSMENT				
9: rebellio	Indus, Catia and Gisco (telling the stories) A messenger The procurator Boudica Quartilla, Faustus, Rufina Septimus	Dative case	The forces Boudica queen of the Iceni	
Summer Term				
Topic Title	Characters	Grammar	Civilisation	v
CHAPTERS 1-9 ASSESSMENT				
10: Aquae Sulis	Antigonus Gisco, Catia, Indus (telling the stories) A boy An unknown old man Sabina, Faustus, Lucio	Adjectives	Aquae Sulis and different gods Curses	
END OF YEAR EXAM (Chapters 1-10)				
End of Year Project: Medusa, Perseus and the Gorgons				



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Mathematics

Autumn Term	
Topic Title	Details
Proportional Reasoning	Ratio and Proportions – ratio notation, simplifying ratios, divide a value into a given ratio, solve problems involving ratio.
Fractions	Adding and Subtracting fractions - Add, subtract, unit fraction, mixed fraction, Improper fraction, word problems on fractions.
	Multiplying and dividing fractions – multiply and divide fractions, understand and use the reciprocal, Word problems on fractions.
	Fractions, decimals and percentages –use equivalence of fraction, percentage and decimal, convert between fractions, decimals and percentages.
Spring Term	
Topic Title	Details
Representations and data handling	Working in the Cartesian plane – coordinates, finding the mid- point, linear graphs, gradients, parallel lines.
	Proportionality – direct proportion, conversion/direct proportion graphs.
Algebraic techniques	Indices – add and subtract expressions with indices, multiply and divide indices, explore powers of powers.
	Expressions -simplify, expanding and factorising– algebraic expressions, expand brackets and simplify, factorising.
Summer Term	
Topic Title	Details
Algebraic techniques	Solving equations, and inequalities - identify formulae, expressions, identities and equations, solve equations, representing inequalities on a number line.
Developing Geometry	Pythagoras Theorem: Finding Pythagorean triples, finding missing length in a right-angle triangle.
	Area of trapezia – calculate the area of triangles, rectangles, parallelograms and trapeziums, perimeter and area of compound shapes.



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Music

Autumn Term	
Topic Title	Details
Unit: Battle of the Bands	<ul style="list-style-type: none"> - Learning about/discussion of what makes a successful performance Theory: - Consolidate all concepts from Y7 MADTSHIRT revision Melody: <p>Melodic and chord notation on Treble clef</p> <p>Structure: Full structure of a pop/rock song – intro, verse, chorus, riff, bridge, inst break, outro</p> <p>Instrumentation: Band Instruments Review of a hit song H/W assessment</p> <p>Performance: Understanding riffs, basslines, arrangement of parts, lead sheets</p> <p>Emphasis on expressive quality</p> <p>Developing keyboard skills</p> <p>Developing guitar skills</p> <p>Developing singing skills (class song, chordal harmony for backing vocals)</p> <p>Developing drumming skills</p> <p>Developing ensemble skills Individual performance interim assessment</p> <p>Careers in Music</p> <p>Use of technology in the Music Industry</p> <p>Marketing, Promotion and building a fan base.</p> <p>Key vocabulary</p> <p>Performance: Battle of the Bands performance assessment</p> <p>Theory:</p> <p>Rhythm: Minim - Semibreve Instrumentation/Timbre Definition: sound quality</p> <p>Autumn term theory test</p> <p>After BOTB to learn Christmas songs, look at instrumentation, possibly do ICT music tasks? Possibly some Indian Music listening tasks (Rag Desh)?</p>
Spring Term	
Topic Title	Details
Unit: Masterworks (Baroque) -	<p>Learning the names and dates of the eras of Western Art Music.</p> <p>Listening to and analysing key pieces of music across the range of eras.</p> <p>Learning about important composers of key pieces of music.</p> <p>Theory:</p> <p>Melody/Pitch: - Bass Clef.</p> <p>Different rhymes for the lines and spaces in bass clef.</p> <p>Ornamentation: improvising ornaments into given melody Articulation Staccato, legato.</p> <p>Dynamics: Mezzo piano, Mezzo forte, diminuendo.</p> <p>Tempo: Vivace, Lento Structure - Canonic form Harmony - Scale of C major</p> <p>Instrumentation: Instruments of the orchestra.</p> <p>Rhythm: Quaver, Semiquaver, Minim and Semibreve Rests.</p> <p>Texture: Monophonic, homophonic, polyphonic Masterworks HW research assessment.</p> <p>Performance:</p> <p>Developing keyboard skills</p> <p>Developing ensemble skills</p> <p>In class performance activities linked to masterworks</p> <p>Interim performance assessment (keyboard)</p>



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Unit: Masterworks (Classical, Romantic)	<p>Listening to and analysing key pieces of music across the range of eras.</p> <p>Theory: Harmony (Tonality) Scale, definition.</p> <ul style="list-style-type: none"> - Aural identification of major and minor (nat and harm) - Tonality, definition - Aural identification of songs in major and minor keys <p>Structure: Rondo form</p> <p>Spring term theory test Performance:</p> <p>Masterworks keyboard performance assessment task Suggestions for listening</p> <ul style="list-style-type: none"> - Mozart 1st mvt Eine Kleine Nachtmusik - Beethoven 4th mvt Symphony 9 - Schubert Der Leierman - Wagner – Ride of the Valkyries
Summer Term	
Topic Title	Details
Unit: Hip-Hop and Rap	<ul style="list-style-type: none"> - Learning about the origins of rap and hip-hop - Listening to and analysing examples of rap and hip-hop from all decades - Comparing rap in the USA with rap in the UK Theory. <p>Structure: Hook, riff, ostinato</p> <p>Performance:</p> <ul style="list-style-type: none"> - Developing singing and rapping skills - Developing drumming skills - Performing own rap verse (group or individual task) <p>Composition: Creating own rap verse Drum machines</p> <ul style="list-style-type: none"> -drumbit.app - hip hop drum patterns 'Song' Writing (with or without lyrics) • Play chord sequences from familiar songs with rhythmic vitality. • Compose chord sequences on the keyboard or guitar in C major, G major, A minor or E minor. • Compose simple bass lines using the root note of each chord. • Create rhythmic accompaniment to support chord sequences. • Compose melodic lines, shaped by lyrics and/or harmonic intention. <p>Programme Music • Compose chord sequences on the keyboard or guitar in C major, G major, A minor or E minor.</p> <ul style="list-style-type: none"> • Compose a harmonic sequence in response to an extra-musical stimulus. • Use percussion and percussive sounds. • Explore melodic line/structural ideas, e.g. AABA <p>Theory: End of year theory exam</p> <p>Performance: Developing singing and rapping skills</p> <ul style="list-style-type: none"> - Developing drumming skills - Developing ensemble skills - Group rap performance task <p>Composition Melody and Accompaniment</p> <ul style="list-style-type: none"> • Compose melodies using vocal or instrumental improvisation, bearing in mind phrase structure. • Harmonise melodies using the root notes from primary chords and appropriate Cadences Improvisation • Improvise new musical ideas over chord sequences or over a groove within a chosen key or keys. 20 • Experiment with the use of sound and silence as well as anticipated and unexpected musical moments



Year 8 Overviews

Physical Education

Autumn Term	
Topic Title	Details
P08EB1 P08WB1	Baseline Testing Boys Gym Baseline Testing D Block/Hall Basketball Boys Gym x4 Basketball Assessment Boys Gym
	Badminton Hall x3 Volleyball Hall x 3 1st Lesson Football Assessment 2nd Lesson Volleyball Assessment
P08EB2 P08WB2	Baseline Testing D Block/Hall Baseline Testing Boys Gym Badminton Hall x 4 Badminton Assessment Hall
	Volleyball Boys Gym x 2 Volleyball Hall Football D Block x 3 1st Lesson Volleyball Assessment 2nd Lesson Football Assessment
P08EG1 P08WG1	Baseline Testing D Block/Hall Baseline Testing Boys Gym Badminton Hall x 4 Badminton Assessment Hall
	Basketball Girls Gym x 2 Bench Ball Dance Studio Netball S Block x 3 1st Lesson Basketball Assessment 2nd Lesson Netball Assessment
P08EG2 P08WG2	Baseline Testing Dance Studio/S Block Baseline Testing Girls Gym Trampolining Girls Gym x 2 Gymnastics Dance Studio x 2 1st Lesson Trampolining Assessment (GG) 2nd Lesson Gymnastics Assessment (DS)
	Netball S Block x 3 Bench Ball Dance Studio Basketball Girls Gym x 2 1st Lesson Netball Assessment 2nd Lesson Basketball Assessment
Spring Term	
Topic Title	Details
P08EB1 P08WB1	Table Tennis Boys Gym x 2 Hockey D Block x 2 1st Lesson Table Tennis Assessment 2nd Lesson Hockey Assessment
	Tag Rugby D Block x 2 Football S Block x 3 1st Lesson Tag Rugby Assessment 2nd Lesson Badminton Assessment
P08EB2 P08WB2	Hockey D Block x 2 Table Tennis Boys Gym x 2 1st Lesson Hockey Assessment



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	2nd Lesson Table Tennis Assessment
	Basketball Boys Gym x 3 Tag Rugby D Block x 2 1st Lesson Badminton Assessment 2nd Lesson Tag Rugby Assessment
P08EG1 P08WG1	Badminton Hall x 2 Volleyball Girls Gym x 2 1st Lesson Badminton Assessment 2nd Lesson Volleyball Assessment
	Hockey S Block/Hall x 2 Table Tennis Girls Gym x 3 1st Lesson Hockey Assessment 2nd Lesson Table Tennis Assessment
P08EG2 P08WG2	Volleyball Girls Gym x 2 Badminton Hall x 2 1st Lesson Volleyball Assessment 2nd Lesson Badminton Assessment
	Table Tennis Girls Gym x 2 Hockey Hall x 3 1st Lesson Table Tennis Assessment 2nd Lesson Hockey Assessment
Summer Term	
Topic Title	Details
P08EB1 P08WB1	Rounders D Block x 2 Rounders Field Athletics Field Athletics Field/E Block 1st Lesson Rounders Assessment 2nd Lesson Athletics Assessment
	Cricket D Block x 3 Tennis E Block x 3 1st Lesson Cricket Assessment 2nd Lesson Tennis Assessment
P08EB2 P08WB2	Athletics Field/E Block x 2 Athletics Field Rounders Field Rounders D Block 1st Lesson Athletics Assessment 2nd Lesson Rounders Assessment
	Tennis E Block x 3 Cricket D Block x 3 1st Lesson Tennis Assessment 2nd Lesson Cricket Assessment
P08EG1 P08WG1	Rounders S Block x 2 Rounders Field Tennis S Block x 2 1st Lesson Rounders Assessment 2nd Lesson Tennis Assessment
	Cricket S Block x 3 Athletics Field x 3 1st Lesson Cricket Assessment 2nd Lesson Athletics Assessment
P08EG2	Tennis



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P08WG2	S Block x 3 Rounders Field x 2 1st Lesson Tennis Assessment 2nd Lesson Rounders Assessment
	Athletics Field x 3 Cricket S Block x 3 1st Lesson Athletics Assessment 2nd Lesson Cricket Assessment



Year 8 Overviews

PSHE

Autumn Term	
Topic Title	Details
Health and wellbeing	Drugs and alcohol Alcohol and drug misuse and pressures relating to drug use.
Living in the wider world	Finance and the wider world Social and moral dilemmas about the use of money, influence of advertising and peers on financial decisions and gambling hooks.
Spring Term	
Topic Title	Details
Relationships	Discrimination Discrimination in all forms, including racism, religious discrimination, disability, sexism, homophobia, and transphobia.
Health and wellbeing	Emotional wellbeing Mental health and emotional wellbeing, including body image and coping strategies.
Summer Term	
Topic Title	Details
Relationships	Identity and relationships Identity, consent, 'sexting' and online safety.
Living in the wider world	Community and careers Opportunities in careers and life choices, online presence and different types and patterns of work



Year 8 Overviews

RS

Autumn Term	
Topic Title	Details
Part One: Judaism	<p>To consider why RE/RS is important and to think about the importance of belief in people's lives.</p> <p>Where and when did Judaism begin? Who are the Jews? What are their key beliefs? What gives us our identity?</p> <p>To understand the importance of Abraham's covenant with God and how his faith was tested.</p> <p>To recognize that this is demonstrated in the rite of circumcision.</p> <p>To understand key beliefs of Judaism as expressed in Shema prayer and the symbolic use of artefacts. To think about their own 'key beliefs'</p> <p><u>Mid Unit/ Key terms Assessments</u></p> <p>To understand the importance of Moses in the development of Judaism.</p> <p>To understand the significance of the 'Passover' story.</p> <p>To consider the importance of codes and rules to live by.</p> <p>To consider the importance of rules for living.</p> <p>Holy books as 'guidance'.</p> <p>To introduce the Jewish Holy books – where all 'mitzvot' are found.</p> <p>When are you responsible to make choices/decisions?</p> <p>What is the significance of Bar mitzvah and Bat Mitzvah?</p> <p>To understand the importance of the home in maintaining religious traditions including 'Kosher' laws and the Sabbath.</p> <p>What does it mean to be Jewish?</p> <p>To think about how experiences of persecution have affected the Jewish community over time.</p> <p>Assessment Guidance</p> <p>End of Unit Assessment</p>
Spring Term	
Topic Title	Details
Part two: Christianity (The Life of Christ)	<p>Why was Jesus baptized?</p> <p>Why did Satan or Devil tempt Jesus?</p> <p>Who were the friends of Jesus?</p> <p>Who were the twelve apostles or disciples of Jesus?</p> <p>How did Jesus Teach?</p> <p>Parables</p> <p><u>Mid Unit/ Key terms Assessments</u></p> <p>How important is the role of miracles in Jesus' ministry?</p> <p>What happened at Gethsemane?</p> <p>How did Jesus' die?</p> <p>What happened after death of Jesus?</p> <p>How do Christians celebrate Easter in the church?</p> <p>Assessment Guidance</p> <p><u>End of unit assessment</u></p>
Summer Term	
Topic Title	Details
Part Three: Islam	<p>What do Muslims believe about Allah?</p> <p>Who was Prophet Muhammad (pbuh)?</p> <p>What happens when a Muslim is born?</p>



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	<p>What are the Five Pillars of Islam?</p> <p><u>Mid Unit/ Key terms Assessments</u></p> <p>Why do Muslims fast? How are women really treated in Islam? What's it like being a Muslim in Britain? Islamic Art Assessment guidance End of unit assessment</p>
Part four: Atheism/ Humanism	<p>What is atheism? What is humanism? What is agnosticism?</p> <p><u>Mid Unit/ Key terms Assessments</u></p> <p>Assessment guidance End of unit assessment</p>



Year 8 Overviews

Science

Autumn Term	
Topic Title	Details
Electricity and magnetism	Electricity and magnetism <ul style="list-style-type: none">- Static and charge- Circuits and current- Potential difference- Series and parallel circuits- Resistance- Magnets and magnetic fields- Electromagnets
The Periodic Table	The periodic table <ul style="list-style-type: none">- Metals and non-metals- Groups and Periods- Group 1 – The alkali metals.- Group 7 – The Halogens- Group 0 – The Noble gases
Health and lifestyle Energy	Health and lifestyle Energy <ul style="list-style-type: none">- Nutrients- Food tests- Unhealthy diet- Digestive system- Bacteria and enzymes in digestion- Drugs, alcohol, and smoking
Spring Term	
Topic Title	Details
Separation techniques	Separation techniques <ul style="list-style-type: none">- Mixtures- Solutions- Solubility- Filtration- Evaporation and distillation- Chromatography
Ecosystem processes	Ecosystem processes <ul style="list-style-type: none">- Photosynthesis and leaves- Plant minerals.- Chemosynthesis- Aerobic and anaerobic respiration- Food chains and webs- Disruption to food chain and webs- Ecosystems
Metals and acids	Metals and acids <ul style="list-style-type: none">- Acids and metals- Metals and oxygen- Metals and water- Metal displacement reactions- Extracting metals- Ceramics- Polymers- Composites



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Summer Term	
Topic Title	Details
Motion and pressure	Motion and pressure
Adaptations and Inheritance	Adaptations and Inheritance <ul style="list-style-type: none">- Competition and adaptation- Adapting to change- Variation- Continuous and discontinuous variation- Inheritance- Natural selection- Extinction
The Earth and Working Scientifically	The Earth and Working Scientifically <ul style="list-style-type: none">- The Earth and its atmosphere- Sedimentary rocks- Igneous and metamorphic rocks- The rock cycle.- The carbon cycle.- Climate change- Recycling- Working scientifically and developing investigative skills