



Curriculum Provision

Year 8

2023-2024

| Subject | Autumn | | Spring | | Summer | |
|---|---|----------|---|----------|---|----------|
| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| English *Please note in addition to topics outlined, Year 8 will access an individual reading/literacy session as part of their weekly English lessons. Sessions are personalised and aim to address pupils' reading and writing targets. | Topic Focus: Danny the Champion <u>Learning objectives:</u> <ul style="list-style-type: none">Enhance understanding of an author's craftRead and retrieve informationRecall, sequence and summarise the events in a storyDevelop ICT and research skillsWrite imaginatively from a character's perspectiveDevelop speaking and listening skills in formal and informal situationsRespond to the themes in a story through discussion, drama and written workExpress opinions in relation to textContinue to build on independent reading skills and reading for pleasureBegin to explore how novel relates to theme of wildlife in Britain | | Topic Focus: British Wildlife <u>Learning objectives:</u> <ul style="list-style-type: none">Explore a range of fiction and non-fiction in relation to British WildlifeDevelop awareness of text types and their common key featuresExpress their own ideas and opinions in relation to debates around British wildlifeContinue to develop independent reading skillsBuild on basic writing skills in relation to specific writing steps they are working onRecognise and use keywords from the topic in discussions and written work | | Topic Focus: Create own Magazines <u>Learning objectives:</u> <ul style="list-style-type: none">To Identify the key features of a magazine front coverAnnotate and compare the key features of advertsUse persuasive literary devices to compose own advertsUse peer and self-assessment to critically evaluate written materials.Continue to develop speaking and listening skills to present their own magazinesExpress their own ideas and opinionsDraw upon knowledge from the topic to produce their own magazines | |



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| Maths | <p><u>Learning objectives:</u></p> <ul style="list-style-type: none">• Place value, ordering and negative numbers• Addition and subtraction• Properties of 2D/3D shape• Angles, turns and direction• Multiplication and division• Length and height• Area and perimeter | <p><u>Learning objectives:</u></p> <ul style="list-style-type: none">• Rounding, estimating and comparing• Money, coins, shopping• Fractions, decimals and percentages• Pictograms, tally and bar charts• Shape, pattern and sequences• Symmetry• Mass and weight | <p><u>Learning objectives:</u></p> <ul style="list-style-type: none">• Addition, subtraction and algebra• Time and roman numerals• Problem solving (number, measurement and money)• Coordinates• Fractions, decimals, and percentages• Capacity and volume |

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| Science | <p>Focus: Invertebrates</p> <p><u>Learning Objectives:</u></p> <p>To identify invertebrates within different habitats within the school premises and in the wider world. To classify invertebrates using keys and the school data base. To identify interdependence of organisms within a particular habitat and form food chain and food web.</p> | <p>Focus: Forces and motion</p> <p><u>Learning Objectives:</u></p> <p>To identify the definition of forces and the application of forces in our everyday activities. To identify the effect of forces on object. To develop the pupils' numeracy skills in the use of force meter. To identify Isaac Newton and relate forces to terms such as friction, air resistance, gravity To develop pupils' numeracy skills in calculating speed of an object.</p> | <p>Focus: Temperature</p> <p><u>Learning Objectives:</u></p> <p>To identify things that are cold or hot and how temperature determines the type of clothes we wear and choice of our food To identify the use of temperature in different professions. To relate temperature to natural phenomenon like seasons To explore within a practical context types of thermometer including data loggers. Within practical context, find melting point of ice, Boiling point of water and their applications.</p> | <p>Focus: Acids and alkalis</p> <p><u>Learning Objectives:</u></p> <p>To identify sources and types of acids and alkalis. To explore the properties of acids and alkalis within practical context. To relate the properties of acids and alkalis to their uses. To introduce Neutralisation reaction.</p> | <p>Focus: Digestive system</p> <p><u>Learning Objectives:</u></p> <p>To identify the basic food groups and their function. To explore variety of food in relation to their energy content, food pyramid/balanced diet. To carry out a practical investigation on how food broken down gets to the blood stream. To introduce the digestive system and enzymes.</p> | <p>Focus: Earth and space</p> <p><u>Learning Objectives:</u></p> <p>To explore the solar system To identify the sun as an emitter of light and its basic life cycle. To explore shadow within a practical context. To explore the different seasons using secondary data. To explore within a practical context the structure of the earth To explore types of Rocks.</p> |

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| Art | <p>Organic</p> <p>Focus: Observation Imagination Painting Mixed media 3D Henri Rousseau, John Dyer Kuro Art</p> <p><u>Learning Objectives:</u></p> <p>To develop pupils;</p> <ul style="list-style-type: none"> • painting techniques and skills. • to appreciate and comment on the work of others. • ability to work in a variety of media. | <p>Cultural</p> <p>Focus: Observation Imagination 3D British Traditional Crafts</p> <p><u>Learning Objectives:</u></p> <p>To develop;</p> <ul style="list-style-type: none"> • an understanding of the process of development. • ability to research the work of others. • ability to work in a variety of three dimensional media | <p>Popular Culture</p> <p>Focus: Observation Imagination Painting Andy Warhol Roy Lichtenstein Julian Opie Michael Craig –Martin Ron Magres Romero Britto</p> <p><u>Learning Objectives:</u></p> <p>To develop;</p> <ul style="list-style-type: none"> • an understanding of the process of development. • ability to research the work of others. • ability to work in a variety of media. |
| Drama | <p>Reading the Visual and Getting the Tone</p> <p>Focus: Presentation skills and social interaction skills</p> <p><u>Learning Objectives:</u></p> <p>To develop awareness and ability to read body language and use it to express thoughts and feelings. To understand the mechanics of how the voice works and how to use it for meaning.</p> | <p>Physical theatre</p> <p>Focus: Presentation skills, social interaction skills and creative thinking skills</p> <p><u>Learning Objectives:</u></p> <p>To introduce the idea of theatre as non-naturalistic form of expression. To use Drama skills acquired to date to create a piece of physical theatre.</p> | <p>Rehearse With a purpose</p> <p>Focus: The creation of plays using a wide variety of different roles which are then improved using constructive criticism and rehearsal</p> <p><u>Learning Objectives:</u></p> <p>To develop pupils ability to consider what they and others are communicating clearly to an audience. To develop pupils ability to offer and receive advice. To embolden pupils to experiment and explore ideas regardless of their success.</p> |



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| Music | Exploring Rhythm <u>Learning objectives</u> <p>To create simple rhythmic patterns and perform them rhythmically using forms of graphic notation as support.</p> | Performance Work <u>Learning objectives</u> <p>Developing pupil's ability to take part in class performances with confidence, expression and control. Based around Festive Soiree performance.</p> | Pentatonic Scales <u>Learning objectives</u> <p>To recognise and use scales, short melodies, drones and accompaniments. To begin to use and understand tonic-solfa.</p> | Performance Work <u>Learning objectives</u> <p>To take part in a class performance based on a Cops and Robbers animation. Pupils will explore the Blues scale; sing a chorus in 2 parts and follow notation.</p> | Britpop <u>Learning objectives</u> <p>To explore characteristics of mid 1990's Britpop. Pupils will consider the subject content of songs of this period and will listen appraise and perform songs by Oasis, Blur, Pulp and Suede.</p> | Composition <u>Learning objectives</u> <p>To create simple rhythmic & melodic patterns using improvisation as a means to composition.</p> |
| History | Focus: A Study of Tudor Society and the conflict of the Church <p>Tudor society, Henry VIII and religion</p> <u>Learning objectives:</u> <p>To learn about Tudor life, including living conditions, beliefs, crime, punishment and witchcraft. King Henry VIII, his six wives and the threat to the throne.</p> | | Focus: A Study of Native Americans and the Conflict with White Settlers <p>Native Tribes of America, The Sioux Indians, The Battle of Little Bighorn</p> <u>Learning objectives:</u> <p>To learn about Native America, looking at the different Native American tribes, their beliefs and how each adapted to their environment. To learn why there was conflict between the Native Americans and the white settlers. Pupils will learn about the changes that took place.</p> | | Focus: The English Civil War 1642-1651 <p>The Roundheads and the Cavaliers. The execution of King Charles I.</p> <u>Learning objectives:</u> <p>To learn about the causes of The English Civil War. Our enquiry will discover the way the war was fought and the resulting execution of the King.</p> | |



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| Geography | <p>Focus: Investigating Peru (Tropical Rainforests) Locational Knowledge and Geography Skills</p> <p><u>Learning objectives:</u></p> <p>To learn about the Tropical Rainforest (TRF). Pupils are to know about the ecosystem of the rain forest, physical and human processes that influence vegetation including the characteristics and distribution of the biome, and how the rainforest relates to climate and human activity.</p> | <p>Focus: Africa – A continent of contrasts Place and Locational Knowledge</p> <p><u>Learning objectives:</u></p> <p>To understand where Africa is in the world and examine it as a diverse continent. To examine perceptions of Africa and consider what view of Africa we have comparing and possibly challenge this view. Consider and identify the different climates that the continent has. Identify problems associated with Aid and consider what views of Africa we obtain from this.</p> | <p>Focus: Extreme Weather and Environments Locational Knowledge and Geography Skills</p> <p><u>Learning objectives:</u></p> <p>To learn about the location, climates, vegetation and survival in extreme climatic conditions – Cold (Antarctica) and Hot Deserts. To understand and know about – Temperature, cloud cover, precipitation, wind, sun, high pressure and low pressure and the way they are measured.</p> |
| RE | <p>Focus: Judaism</p> <p><u>Learning Objectives:</u></p> <p>Learn about the story of Moses and use this to facilitate the learning about the main festivals, beliefs, special places and traditions of the Jewish faith.</p> | <p>Focus: Christianity</p> <p><u>Learning Objectives:</u></p> <p>Learn about the main festivals, beliefs, special places and traditions of the Christian faith.</p> | <p>Focus: Islam</p> <p><u>Learning Objectives:</u></p> <p>Learn about the story of Muhammad and use this to facilitate the learning about the main festivals, beliefs, special places and traditions of the Muslim faith.</p> |

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| Computing | <p>Focus: Communicating information to an audience - Internet Safety</p> <p><u>Learning Objectives:</u></p> <p>Pupils use a range of media to communicate information to others using text, images, sound and animation</p> <p>They consider how they can capture the interest of their audience by using a range of software tools in presentation and desktop publishing software.</p> <p>They understand how to search for information and how to identify which websites are most appropriate for their needs.</p> <p>They consider how the information they find might be influenced by bias. They understand Copyright restrictions</p> <p>They understand how to keep themselves safe when using the Internet.</p> | <p>Focus: Sequencing instructions and modelling Basic programming language</p> <p><u>Learning Objectives:</u></p> <p>Pupils learn to use a programming language to create events, giving instructions to program devices using Input and Output commands. They build a simple game using block codes (Scratch) and explore a simulation (Digital Discoveries) and solve problems (PurpleMash)</p> | <p>Focus: 1: Spreadsheet task (analysing data using charts, modelling an answer to a problem)</p> <p><u>Learning Objectives:</u></p> <p>Pupils learn to handle a range of data using spreadsheet tools and techniques. They use charts and tables to analyse data and are able to model solutions to different situations.</p> <p>Focus 2 :Digital Images</p> <p><u>Learning Objectives:</u></p> <p>Pupils learn about different file types and how computers handle digital image data. They work with software tools to manipulate and edit images.</p> <p>Pupils learn to be cautious about the images they share on-line and how images they view might have been edited and present a false version of events.</p> |

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| P E | <p>Focus: Independent changing, Boccia and Kurling</p> <p><u>Learning Objectives:</u></p> <p>Boccia – To recap and understand what Boccia is. Breakdown of basic skills required for the game such as the stance and release of the ball. Introduction of some simple rules associated with skills and game play. Taking part in the School Sports Games level 1.</p> <p>Kurling – To recap what kurling is and basic skills required for the game such as the stance and release of the ball. Introduction of</p> | <p>Focus: Rebound trampoline/trapolining , swimming</p> <p><u>Learning Objectives:</u></p> <p>Swim – To develop pupils Water skills and stroke techniques.</p> <p>Trapolining - Recap trapolining safety and basic jumping and stopping technique. Recap the 7 basic shapes and their terminology. Development of basic shapes into combinations moves such as seat drop, straddle seat drop.</p> | <p>Focus: Independent changing, OT skills, Swimming and Rebound trampoline/trapolining</p> <p><u>Learning Objectives:</u></p> <p>Trapolining -. Recap trapolining safety and basic jumping and stopping technique. Recap the 7 basic shapes and their terminology. Development of basic shapes into combinations moves such as seat drop, straddle seat drop. To follow the rebound challenges.</p> <p>Swim – To develop pupils Water skills and stroke techniques.</p> | <p>Focus: Fitness and OAA</p> <p><u>Learning Objectives:</u></p> <p>OAA – To develop teamwork skills, working as part of a team with peers/staff, to enhance communication and relationships.</p> <p>Fitness - To understand that keeping fit is important to our life and that we can keep fit in fun ways. Looking at components of fitness and the various way to look after our bodies (circuits, yoga etc.).</p> | <p>Focus: Swimming, indoor athletics/athletics</p> <p><u>Learning Objectives:</u></p> <p>Athletics – Recap of track and field events and techniques required for each sporting area.</p> <p>Swim – To develop pupils Water skills and stroke techniques. School Sports Level 1 Games.</p> | <p>Focus: Rounders and Cricket</p> <p><u>Learning Objectives:</u></p> <p>Cricket - Introduction to Cricket. Breakdown of basic skills associated with batting and fielding.</p> <p>Rounders –Recap of rounders and the basic skills associated with batting and fielding. Development on fielding skills and hand eye co-ordination. Introduction of some basic rule.</p> |



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| | some simple rules associated with skills and game play. Taking part in the School Sports Games level 1. | | | | | |
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| Personal and Social Development | <p>Focus: Relationships</p> <p><u>Learning Objectives:</u> How to identify risk and manage personal safety in increasingly independent situations, including online. Ways of assessing and reducing risk in relation to health, wellbeing and personal safety. Indicators of positive, healthy relationships and unhealthy relationships, including LGBTQ+ and online. The importance of trust in relationships and the behaviours that can undermine or build trust. The qualities and behaviours they should expect and exhibit in a wide variety of positive relationships. The services available to support healthy relationships and manage unhealthy relationships, and how to access them. That consent is freely given; that being pressurised, manipulated or coerced to agree to something is not giving consent, and how to seek help in such circumstances. The characteristics of abusive behaviours, such as grooming, sexual harassment, sexual and emotional abuse, violence and exploitation; to recognise warning signs, including online; how to report abusive behaviours or access support for themselves or others.</p> | <p>Focus: Growing Up</p> <p><u>Learning Objectives:</u> Strategies to manage the physical and mental changes that are a typical part of growing up, including puberty and menstrual wellbeing. How to access health services when appropriate. Ways of assessing and reducing risk in relation to health, wellbeing and personal safety. What might influence decisions about eating a balanced diet and strategies to manage eating choices. The importance of taking increased responsibility for their own physical health including self-examination; the purpose of vaccinations offered during adolescence for individuals and society. Strategies for maintaining personal hygiene and prevention of infection. Know about human reproduction and conception. Understand the basic mechanics of sexual intercourse. Have knowledge of what they need to keep healthy during puberty. Have an understanding of our bodies and how they prepare themselves for reproduction.</p> | <p>Focus 1: Rights and Responsibilities</p> <p><u>Learning Objectives:</u> Understand what independence, rights and responsibilities mean to them. Understand the role of the EU, the Commonwealth and the UN and the relevance to their lives' Believe that they have some personal responsibility for the environment. Consider the concept of fairness and justice through the school rules and sanctions. Consider how much independence they should have at this age. Consider the benefits of taking responsibility in school or the community and entitlement to equality.</p> <p>Focus 2: Community and Careers</p> <p><u>Learning Objectives:</u> Review strengths, interests, skills, qualities and values and how to develop them The benefits of setting ambitious goals and being open to opportunities in all aspects of life Skills and attributes that employers value Skills and qualities required to engage in enterprise Different types and patterns of work, including employment, self-employment and voluntary work Different work roles and career pathways, including clarifying their own and manage emotions in relation to future employment.</p> |

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| French | Focus: The Body, Descriptions, Numbers to 60 <u>Learning Objectives:</u> Pupils can name parts of the body and say if they are unwell or have a pain. They can give a simple description of someone's physical appearance (hair and eyes). | | Focus: The Family, Personality descriptions <u>Learning Objectives:</u> Pupils can talk about members of their family giving not only physical descriptions but also a comment about what they are like. | | Focus: Clothing, weather, months of the year, expressing an opinion <u>Learning Objectives:</u> Pupils can name a range of clothes and say what they and others are wearing. They can give an opinion about different styles of clothes. They are able to say what the weather is like. | |
| Food Technology | Carbohydrates Focus: Food safety & hygiene, healthy eating through use of the Eat Well Plate, weighing, measuring and shaping. Hob and heating safety. | Carbohydrates Focus: Food safety & hygiene, healthy eating through use of the Eat Well Plate, weighing, measuring and shaping. Hob and heating safety. Christmas Baking Focus: Consumer awareness - Know some special foods that are eaten on special occasions. Weighing, measuring and shaping ingredients. | Dairy Focus: Food safety & hygiene, healthy eating through use of the Eat Well Plate, serving and garnish. Shrove Tuesday Pancake day Focus: Consumer awareness Know some special foods that are eaten on special occasions. Weighing and measuring. | Dairy Focus: Food safety & hygiene, healthy eating through use of the Eat Well Plate, serving and garnish. | Protein Focus: Food safety & hygiene – handling raw meat, healthy eating through use of the Eat Well Plate weighing, measuring and shaping. Hob and heating safety. | Protein Focus: Food safety & hygiene – handling raw meat, healthy eating through use of the Eat Well Plate weighing, measuring and shaping. Hob and heating safety. |