



# Curriculum Provision

# Year 8

# 2023-2024

Subject	Autumn		Spring		Summer	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>English</b></p> <p>*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.</p>	<p><b>Topic Focus:</b> Danny the Champion</p> <p><u>Learning objectives:</u></p> <ul style="list-style-type: none"> <li>Enhance understanding of an author's craft</li> <li>Read and retrieve information</li> <li>Recall, sequence and summarise the events in a story</li> <li>Develop ICT and research skills</li> <li>Write imaginatively from a character's perspective</li> <li>Develop speaking and listening skills in formal and informal situations</li> <li>Respond to the themes in a story through discussion, drama and written work</li> <li>Express opinions in relation to text</li> <li>Continue to build on independent reading skills and reading for pleasure</li> <li>Begin to explore how novel relates to theme of wildlife in Britain</li> </ul>		<p><b>Topic Focus:</b> British Wildlife</p> <p><u>Learning objectives:</u></p> <ul style="list-style-type: none"> <li>Explore a range of fiction and non-fiction in relation to British Wildlife</li> <li>Develop awareness of text types and their common key features</li> <li>Express their own ideas and opinions in relation to debates around British wildlife</li> <li>Continue to develop independent reading skills</li> <li>Build on basic writing skills in relation to specific writing steps they are working on</li> <li>Recognise and use keywords from the topic in discussions and written work</li> </ul>		<p><b>Topic Focus:</b> Create own Magazines</p> <p><u>Learning objectives:</u></p> <ul style="list-style-type: none"> <li>To Identify the key features of a magazine front cover</li> <li>Annotate and compare the key features of adverts</li> <li>Use persuasive literary devices to compose own adverts</li> <li>Use peer and self-assessment to critically evaluate written materials.</li> <li>Continue to develop speaking and listening skills to present their own magazines</li> <li>Express their own ideas and opinions</li> <li>Draw upon knowledge from the topic to produce their own magazines</li> </ul>	



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



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Science	<p><b>Focus: Invertebrates</b></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><b>Focus: Forces and motion</b></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><b>Focus: Temperature</b></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><b>Focus: Acids and alkalis</b></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><b>Focus: Digestive system</b></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><b>Focus: Earth and space</b></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>



Subject	Autumn	Spring	Summer
<p style="text-align: center;"><b>Art</b></p>	<p style="text-align: center;"><b>Organic</b></p> <p><b>Focus: Observation Imagination Painting Mixed media 3D Henri Rousseau, John Dyer Kuro Art</b></p> <p><u>Learning Objectives:</u></p> <p>To develop pupils;</p> <ul style="list-style-type: none"> <li>• painting techniques and skills.</li> <li>• to appreciate and comment on the work of others.</li> <li>• ability to work in a variety of media.</li> </ul>	<p style="text-align: center;"><b>Cultural</b></p> <p><b>Focus: Observation Imagination 3D British Traditional Crafts</b></p> <p><u>Learning Objectives:</u></p> <p>To develop;</p> <ul style="list-style-type: none"> <li>• an understanding of the process of development.</li> <li>• ability to research the work of others.</li> <li>• ability to work in a variety of three dimensional media</li> </ul>	<p style="text-align: center;"><b>Popular Culture</b></p> <p><b>Focus: Observation Imagination Painting Andy Warhol Roy Lichtenstein Julian Opie Michael Craig –Martin Ron Magres Romero Britto</b></p> <p><u>Learning Objectives:</u></p> <p>To develop;</p> <ul style="list-style-type: none"> <li>• an understanding of the process of development.</li> <li>• ability to research the work of others.</li> <li>• ability to work in a variety of media.</li> </ul>
<p style="text-align: center;"><b>Drama</b></p>	<p style="text-align: center;"><b>Reading the Visual and Getting the Tone</b></p> <p><b>Focus: Presentation skills and social interaction skills</b></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 style="text-align: center;"><b>Physical theatre</b></p> <p><b>Focus: Presentation skills, social interaction skills and creative thinking skills</b></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 style="text-align: center;"><b>Rehearse With a purpose</b></p> <p><b>Focus: The creation of plays using a wide variety of different roles which are then improved using constructive criticism and rehearsal</b></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	<p><b>Exploring Rhythm</b></p> <p><u>Learning objectives</u></p> <p>To create simple rhythmic patterns and perform them rhythmically using forms of graphic notation as support.</p>	<p><b>Performance Work</b></p> <p><u>Learning objectives</u></p> <p>Developing pupil's ability to take part in class performances with confidence, expression and control. Based around Festive Soiree performance.</p>	<p><b>Pentatonic Scales</b></p> <p><u>Learning objectives</u></p> <p>To recognise and use scales, short melodies, drones and accompaniments. To begin to use and understand tonic-solfa.</p>	<p><b>Performance Work</b></p> <p><u>Learning objectives</u></p> <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>	<p><b>Britpop</b></p> <p><u>Learning objectives</u></p> <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>	<p><b>Composition</b></p> <p><u>Learning objectives</u></p> <p>To create simple rhythmic &amp; melodic patterns using improvisation as a means to composition.</p>
History	<p><b>Focus:</b> <b>A Study of Tudor Society and the conflict of the Church</b></p> <p>Tudor society, Henry VIII and religion</p> <p><u>Learning objectives:</u></p> <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>		<p><b>Focus:</b> <b>A Study of Native Americans and the Conflict with White Settlers</b></p> <p>Native Tribes of America, The Sioux Indians, The Battle of Little Bighorn</p> <p><u>Learning objectives:</u></p> <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>		<p><b>Focus:</b> <b>The English Civil War 1642-1651</b></p> <p>The Roundheads and the Cavaliers. The execution of King Charles I.</p> <p><u>Learning objectives:</u></p> <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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<p><b>Geography</b></p>	<p><b>Focus:</b>  <b>Investigating Peru (Tropical Rainforests)</b>  <b>Locational Knowledge and Geography Skills</b></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><b>Focus:</b>  <b>Africa – A continent of contrasts</b>  <b>Place and Locational Knowledge</b></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><b>Focus:</b>  <b>Extreme Weather and Environments</b>  <b>Locational Knowledge and Geography Skills</b></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>
<p><b>RE</b></p>	<p><b>Focus: Judaism</b></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><b>Focus: Christianity</b></p> <p><u>Learning Objectives:</u></p> <p>Learn about the main festivals, beliefs, special places and traditions of the Christian faith.</p>	<p><b>Focus: Islam</b></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>



<b>Subject</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Computing</b>	<p><b>Focus: Communicating information to an audience - Internet Safety</b></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><b>Focus: Sequencing instructions and modelling Basic programming language</b></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><b>Focus: 1: Spreadsheet task (analysing data using charts, modelling an answer to a problem)</b></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><b>Focus 2 :Digital Images</b></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><b>Focus: Independent changing, Boccia and Kurling</b></p> <p><u>Learning Objectives:</u></p> <p><b>Boccia</b> – 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><b>Kurling</b> – 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><b>Focus: Rebound trampoline/trapolining , swimming</b></p> <p><u>Learning Objectives:</u></p> <p><b>Swim</b> – To develop pupils Water skills and stroke techniques.</p> <p><b>Trapolining</b> - 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><b>Focus: Independent changing, OT skills, Swimming and Rebound trampoline/trapolining</b></p> <p><u>Learning Objectives:</u></p> <p><b>Trapolining</b> -. 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><b>Swim</b> – To develop pupils Water skills and stroke techniques.</p>	<p><b>Focus: Fitness and OAA</b></p> <p><u>Learning Objectives:</u></p> <p><b>OAA</b> – To develop teamwork skills, working as part of a team with peers/staff, to enhance communication and relationships.</p> <p><b>Fitness</b> - 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><b>Focus: Swimming, indoor athletics/athletics</b></p> <p><u>Learning Objectives:</u></p> <p><b>Athletics</b> – Recap of track and field events and techniques required for each sporting area.</p> <p><b>Swim</b> – To develop pupils Water skills and stroke techniques. School Sports Level 1 Games.</p>	<p><b>Focus: Rounders and Cricket</b></p> <p><u>Learning Objectives:</u></p> <p><b>Cricket</b> - Introduction to Cricket. Breakdown of basic skills associated with batting and fielding.</p> <p><b>Rounders</b> –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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	<p>some simple rules associated with skills and game play. Taking part in the School Sports Games level 1.</p>					
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<b>Personal and Social Development</b>	<b>Health and Wellbeing Managing Strong Emotions</b>  Explore how feelings are linked and that we often feel more than one feeling at a time.  Explore how feelings affect our body.  Explore healthy strategies to manage big feelings safely.  Develop strategies of ways to communicate how they are feeling.  Understand that not everyone reacts with the same feeling.  Understand importance of acceptance of others, respecting how others feel.	<b>Growing and Changing 'Growing Up' Puberty and Adolescence</b>  Explore strategies to manage the physical and mental changes that are part of growing up, including puberty and menstrual wellbeing.  Identify aspects of personal hygiene that we need to be responsible for, and why this is important during puberty.  Understanding our bodies and how they prepare themselves for reproduction.  Recognise correct vocabulary for genitalia.  Know the different stages of reproduction,	<b>Relationships What is Acceptable and Unacceptable</b>  Explore expectations of friendships/ relationships and the qualities people bring.  Identify similarities and differences between relationships.  Explore healthy relationships compared to unhealthy relationships, including LGBTQ+ and online.  Explore acceptance of others, stereotypes based on religion, gender, age, race, disability or sexual orientation can cause harm.  Identify why stereotyping is unfair.	<b>Health and Wellbeing Looking After Our Bodies Sleep and Exercise</b>  Explain what a healthy lifestyle means.  Recognises impact of not enough sleep and how this can impact our wellbeing.  Explore strategies for maintaining good sleep patterns.  Explain some of the long-term benefits of regular physical exercise.  Identify and challenge common stereotypes relating to physical activity.  Describe challenges that can prevent us from exercising and suggest ways to overcome them.	<b>Living in the Wider World Community and Careers</b>  Explore similarities, differences and diversity among people of different race, faith, culture, gender identity and sexual orientation in communities.  Explore people's rights and responsibilities in the wider world.  Recognise that there are different types of employment.  Describe different jobs family, friends and people in the community do.  Review own strengths, interests, skills, qualities and values and how to develop these.	<b>Living in the Wider World The Digital World</b>  Establish personal values and clear boundaries. Develop strategies to manage personal information and images, including on social media.  Recognise information from our internet use is gathered, stored and used by external organisations, i.e. for remarketing.  Understand how fast information is shared online and explore the false perception of anonymity.  Understand the influence fake news has on people's opinions, attitudes understanding, not everything we see is trustworthy.



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	<p>Know what is meant by the term 'mental health'.</p> <p>Consider what every day behaviours affect their mental health.</p>	<p>pregnancy and birth in humans.</p> <p>Develop awareness of appropriate use of the vocabulary associated with reproduction.</p> <p>Consider gender identity and sexual orientation.</p> <p>Know how to access health services when appropriate.</p>	<p>Explore characteristics of abusive behaviours, such as grooming, harassment, and exploitation.</p> <p>Explore commitments people might make to each other, including civil partnerships/living together.</p> <p>Explore how relationships can come to an end amicably.</p>	<p>Identify ways of motivating ourselves to take exercise.</p> <p>Recognise when we need help with mental health or emotional wellbeing and who we can speak to.</p> <p>Explain why it is important to seek help for ourselves or others if we are worried about unhealthy coping behaviours.</p>	<p>Explore different work roles and career pathways.</p> <p>Identify different types and patterns of work, including employment, self-employment and voluntary work.</p>	<p>Identify ways in which we can recognise when we have been manipulated online, scammed or exploited, and ways to respond.</p> <p>Know strategies to support online safety (e.g. blocking, reporting).</p>
<b>Subject</b>	<b>Autumn</b>		<b>Spring</b>		<b>Summer</b>	
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>French</b>	<p><b>Focus: The Body, Descriptions, Numbers to 60</b></p> <p><u>Learning Objectives:</u></p> <p>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).</p>		<p><b>Focus: The Family, Personality descriptions</b></p> <p><u>Learning Objectives:</u></p> <p>Pupils can talk about members of their family giving not only physical descriptions but also a comment about what they are like.</p>		<p><b>Focus: Clothing, weather, months of the year, expressing an opinion</b></p> <p><u>Learning Objectives:</u></p> <p>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.</p>	



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Food Technology	<p><b>Carbohydrates</b></p> <p><b>Focus:</b> Food safety &amp; hygiene, healthy eating through use of the Eat Well Plate, weighing, measuring and shaping. Hob and heating safety.</p>	<p><b>Carbohydrates</b></p> <p><b>Focus:</b> Food safety &amp; hygiene, healthy eating through use of the Eat Well Plate, weighing, measuring and shaping. Hob and heating safety.</p> <p><b>Christmas Baking</b></p> <p><b>Focus:</b> Consumer awareness - Know some special foods that are eaten on special occasions. Weighing, measuring and shaping ingredients.</p>	<p><b>Dairy</b></p> <p><b>Focus:</b> Food safety &amp; hygiene, healthy eating through use of the Eat Well Plate, serving and garnish.</p> <p><b>Shrove Tuesday Pancake day</b></p> <p><b>Focus:</b> Consumer awareness Know some special foods that are eaten on special occasions. Weighing and measuring.</p>	<p><b>Dairy</b></p> <p><b>Focus:</b> Food safety &amp; hygiene, healthy eating through use of the Eat Well Plate, serving and garnish.</p>	<p><b>Protein</b></p> <p><b>Focus:</b> Food safety &amp; hygiene – handling raw meat, healthy eating through use of the Eat Well Plate weighing, measuring and shaping. Hob and heating safety.</p>	<p><b>Protein</b></p> <p><b>Focus:</b> Food safety &amp; hygiene – handling raw meat, healthy eating through use of the Eat Well Plate weighing, measuring and shaping. Hob and heating safety.</p>