



Programmes of Learning  
2016-17  
Year 8

The information on the following pages is intended as a summary of topics covered across the curriculum for Year 8. Teaching staff follow more detailed schemes of learning which are constantly being updated to reflect changes in the curriculum (at Key Stages 2, 3 and 4).

As yet, a number of specifications for qualifications at Key Stage 4 are yet to be released under the government's qualification reform. Aspects of the Year 8 curriculum specifically, are being closely monitored and updated where necessary to reflect these changes as and when they are released, to ensure that our students are fully prepared for their Level 2 GCSE or BTEC courses at the start of Year 9.

If you would like any further information on a particular subject's curriculum please contact the Head of department below:

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## Year 8 - Art and Design

Key topics	Course content	Assessment
<b>Autumn 1:</b>  <b>Shared View</b>	<b>Australian Aboriginal art.</b> <b>Artist research on Australian Aboriginal Art.</b> X-ray animals Circular Map paintings Ceramic animals.  Exploring visual elements: Pattern repeats, colour, symmetry, structure.	<b>Preparation:</b> Project style Preparation based on theme of: Australian Aboriginal Art  <b>Other assessments:</b> Sketchbook checks - feedback and review for improvements
<b>Autumn 2:</b>  <b>Shared View</b>	<b>Australian Aboriginal art.</b> <b>Artist research on Australian Aboriginal Art.</b> X-ray animals Circular Map paintings Ceramic animals.  Exploring visual elements: Pattern repeats, colour, symmetry, structure.	
<b>Spring 1:</b>  <b>Objects and Viewpoints</b>	<b>Still life technical drawing skills focusing on line, tone form, proportion, shape and scale. Focus on theory by Cezanne.</b>  <b>Artist research on chosen artist.</b> Michael Craig Martin Wayne Thiebaud  Exploring visual elements: Observational drawing, proportion, scale, tone, shape, form, positive & negative space, viewfinders.	<b>Preparation:</b> Project style Preparation based on theme of: Objects and Viewpoints  <b>Other assessments:</b> Sketchbook checks - feedback and review for improvements
<b>Spring 2:</b>  <b>Objects and Viewpoints</b>	<b>Objects and Viewpoints - realising ideas:</b> Cake sculptures based on Wayne Thiebaud paintings  Paintings based on Michael Craig Martin  Exploring visual elements: Line, tone, form, proportion, and structure.	
<b>Summer 1:</b>  <b>Illustrating Art</b>	<b>Exploring Illustration in Art</b>  <b>Artist research on Illustrators: Maurice Sendak, Tim Burton, Shaun Tan, John Bergman.</b>  Continuous line drawings, mark making and line drawing in illustration. Use of colour.	<b>Preparation:</b> Project style Preparation based on theme of: Illustrated Art  <b>Other assessments:</b> Sketchbook checks - feedback and review for improvements

	Exploring visual elements: Colour, line, tone, 3D perspective, scale, movement, viewpoints.	
Summer 2:  <b>Illustrating Art</b>	<b>Illustration - realising ideas:</b>  A number of different outcomes including illustrated dioramas, chalk and charcoal illustrations based on Tim Burton’s work, John Bergman style reliefs.  Exploring visual elements: Colour, 3D perspective, scale, movement, viewpoints.	

**Suggestions for independent study and home support**

Visit local museums and galleries. Draw from observation or imagination.

Autumn term - Explore variety of alternative cultures from other countries.

Summer term - Look more in-depth at comic book art. Make your own comic book/cartoon.

**KEY SKILLS:**

<b>Literacy (key word link)</b> Pattern, repeated, colour, symmetry, structure, proportion, tone, shape, form, viewfinders, positive/negative space, perspective, aerial perspective, scale, movement, line, monoprinting, collage.	<b>Numeracy</b> Pattern, symmetry, proportion, enlargement, scale, perspective.	<b>Other</b> Independent learning -development of ideas for final piece.
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Year 8 Computing		
Key topics	Course content	Assessment
<b>Autumn 1:</b> Introduction to text based programming (Python)	Students are introduced to a text based programming language called Python. They develop knowledge on algorithms and programming computers using clear instructions in a specific syntax. Students learn to store data in variables and assign them to different data types (e.g. integer, decimal, boolean) as well as asking users for input. They are then introduced to Turtle programming to recognise the importance of sequencing in programming and writing their first block of code - a true program.	Preparation: Programming worksheets (knowledge)  Other assessments: Python assessment on Doodle (knowledge) Python assessment on Google Form (knowledge)
<b>Autumn 2:</b> Solving problems using text based programming (Python)	Students build on the above skills and learn complex programming constructs such as conditional (IF statements), iteration (FOR loops and WHILE loops) and functions (advanced). Knowledge and skills to use these constructs are applied in a live programming challenge set over two lessons: Python Challenges.	Preparation: Programming worksheets  Other assessments: Python assessment on Google Form (knowledge) Graded Python Challenges
<b>Spring 1:</b> Web development	Students learn the basics of HTML and CSS to develop a website. They understand how to create a responsive design which adapts to any size of screen for viewing on, say, a mobile phone or a PC. They also discover how to create text styles and add content, including text and graphics, in a specified position on a page, as well as navigation links to other pages on their website and to external websites. The basics of good design are covered here too. A simulated data collection exercise via a web form takes place to stimulate discussion on the privacy of data.	Preparation: Skills quizzes on Doodle (knowledge) Skills quiz worksheet (knowledge)  Other assessments: Development of homepage
<b>Spring 2:</b> Living in the digital world: Developing a website on ethics, laws, online safety	Students apply their web building skills to develop a website discussing the ethics, laws and safety guidance of the digital world. Discussion, debate, challenge and communication are key to success in this unit.	Preparation: Data protection Act Doodle quiz (knowledge) Computer Misuse Act Doodle quiz (knowledge) Staying safe online Doodle quiz (knowledge)  Other assessments: Website (communication, skills, knowledge) Understanding computers exam

<p><b>Summer 1 and summer 2:</b></p> <p>App development for a sustainable world</p>	<p>Students will work together as teams to find real issues they care about and learn to build a mobile, web or social app to solve them. Like professional entrepreneurs, students go through all key aspects of new product development, from idea generation, technical feasibility and programming to product design, deciding on business models and marketing.</p> <p>This course, delivered with Apps for Good, teaches coding and the fundamentals of the digital world, while also developing skills in problem solving, creativity, communication and teamwork. With a focus on solving real issues that matter to young people, our students learn the full software product development process in a hands-on way.</p> <p>Structure:</p> <ol style="list-style-type: none"> <li>1. Crash course</li> <li>2. Idea generation</li> <li>3. Scoping</li> <li>4. Product development</li> <li>5. Pitch</li> </ol>	<p>Preparation:</p> <p>On-going app development tasks</p> <p>Other assessments:</p> <p>Final pitch</p>
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Suggestions for independent study and home support

BBC bitesize for KS3 Computing - <http://www.bbc.co.uk/education/subjects/zvc9q6f>

Codecademy: <https://www.codecademy.com/>

Rapid router: <https://www.codeforlife.education/rapidrouter/>

Apps for good: <http://www.appsforgood.org/>

**KEY SKILLS:**

Literacy	Numeracy	Other
<p>Algorithm, program, iteration, sequence, conditional, variables, constants, integers, float, boolean, binary, apps, development, sustainable, HTML, CSS, web pages, development, tags, web form, data protection, law, computer misuse.</p>	<p>Intrinsic to Computing at KS3.</p>	<p>Analytical thinking                      Computational thinking                      Creative thinking                      Critical thinking                      Innovative thinking                      Logical thinking</p>

## Year 8 - Dance

Key topics	Course content	Assessment
<i>Each student takes part in dance on a carousel and does not therefore participate in Dance every half term and the timing of each of the following</i>		
Using masks in choreography	<p>How to use tableau with transitions.</p> <p>Developing knowledge and implementation of dynamics in choreography.</p> <p>Formations.</p> <p>Performance and appreciation.</p>	<p>Preparation:</p> <p>Watch jabberwockies on YouTube to see how they use masks effectively. Also step up and Ghost dances by Christopher Bruce</p> <p>Rehearsal of group/solo dances</p> <p>Other assessments:</p> <p>Pre assessment and final assessment</p>
Developing props in dance - hats	<p>Developing dance technique in the style of smooth criminal - Michael Jackson.</p> <p>Learning how to use music effectively in dance choreography.</p> <p>Further development of formation and dynamics.</p> <p>Using accumulation.</p> <p>Developing relationships in form of canon, unison solo duet and trio work.</p> <p>Performance and appreciation.</p>	<p>Preparation:</p> <p>Watch smooth criminal to see how the hat is incorporated into the composition - research other dances with hats</p> <p>Rehearsal of group/solo dances</p> <p>Other assessments:</p> <p>Pre assessment and final assessment</p>
<p>Bollywood - using a different technique of dance to create movement.</p> <p>The Car Man - by Matthew Bourne</p>	<p>Developing style musicality and expression on dance.</p> <p>Learning about motif development.</p> <p>Further development of formations and dynamics.</p> <p>Students to learn to take principal roles in the performance.</p> <p>Continued development of prop use in dance - car tyres</p> <p>Using professional dance work to inspire choreography - developing a narrative structure through dance.</p> <p>Looking at gesture and physical theatre.</p>	<p>Preparation:</p> <p>Research Bollywood movement through YouTube to see what else can be incorporated into your own dances. Research Indian dance technique - Kathak.</p> <p>Rehearsal of group/solo dances</p> <p>Other assessments:</p> <p>Pre assessment and final assessment</p>

**Suggestions for independent study and home support**

Research commedia del arte  
 Participation in contemporary dance club/company  
 Research of Michael Jackson style and technique  
 Street dance classes/clubs through extra-curricular dance  
 Research style of Bollywood  
 Research Matthew Bourne's professional dance The Car Man

**KEY SKILLS:**

Literacy (key word link)	Numeracy	Other
Use of key words in description, analysis and evaluations.	Timing musically - group numbers - problem solving.	Communicating ideas and sharing ideas in group tasks.

## Year 8 - Design and Technology

Key topics	Course content	Assessment
<p><b>Textiles</b>  <b>Ugly Dolls</b>            creating a soft toy</p>	<p>During this Textiles project students will be introduced to appliqué which will be incorporated into the theme of Ugly Dolls. Students will produce a ugly Doll from initially choosing a user client through to the finished product, using a variety of production techniques in the process. They will apply the principles of recycling fabric and gain understanding of why this is important to designers.</p>	<p>Preparation:</p> <p style="text-align: center;"><b>1. Doodle Section</b></p> <p>Complete the Doodle exercises that have been assigned to you:            Environment and Summary Worksheet            Environment and Key Terms Worksheet            Environment and Suggested Answers            Recycling Textiles anagrams            Recycling Textiles Mini Quiz            What could you...your old clothes interactive</p> <p><b>2. First Draft Task</b>            Using the resources above investigate the term 'sustainability' and give Textile based evidence, analysis and examples. You might find it easier to create a list of subheadings such as: Introduction/ The 6 'r'/ Biodegradable/ Fair Trade/ Sustainability in Textiles</p> <p><b>Completed Task</b>            Complete the final version of the instruction poster/leaflet ready to be presented to the group.</p>
<p><b>Graphics</b>  <b>Battle of the Bands</b>            Form your own brand, design and make your own brand identity and CD case.</p>	<p>Within this project students will create material that will promote a brand of their own choice. Students will be able to choose their own brand, including name, genre and imagery. They will then learn many techniques used in graphics including the use of fonts, layering and using textures. The products they will produce will be advertising for the brand, imagery including logos, a CD case and a CD insert. They will use the following software to complete all of these tasks and learn techniques for each different software, paint.net, 2D design and Publisher as well as using some online resources.</p>	<p><b>Research Task</b>            Using a variety of sources research album art, you will need to look at images used on CD cases, the fonts used and how they layout CD artwork.</p> <p><b>First Draft Task</b>            Using the information you have researched create a layout plan for an instruction poster/leaflet explaining how to create designs for CD cases.</p> <p><b>Completed Task</b>            Complete the final version of the instruction poster/leaflet ready to be presented to the group.</p>
<p><b>Food</b></p>	<p>Food Year 9 International Master Chef:</p>	<p><b>Doodle Section</b>            Complete the Doodle exercises that have been assigned to you:</p>

	<p>Learning Objective: To build and expand on previous and existing cookery skills, nutritional knowledge and application. To expand on ingredients and cultural foods knowledge.</p> <p>Students are introduced to some of the learning strategies employed in GCSE and Level 2 learning in Food subjects. Including: Functions of ingredients in cookery. Nutritional planning and diets. Specialist ingredients to achieve authentic cultural cuisine. Provenance and traceability of foods. Skills covered include: Professional prep and knife skills. Pastry, sauté and searing, sauces, baking and bread.</p>	<ol style="list-style-type: none"> <li>1. Classification Foods 1</li> <li>2. Classification Foods 2</li> <li>3. Classification Foods Summary Worksheet</li> <li>4. Classification Foods Mini Quiz</li> </ol> <p><b>First Draft Task / Completed Task</b> complete the final version of the poster/leaflet/information sheet.</p> <ul style="list-style-type: none"> <li>● Create a draft information sheet on WHAT Fair Trade, Organic, Free Range and Local foods are.</li> <li>● WHY and HOW we should follow these ECO food ideals?</li> <li>● INCLUDE COLOUR DIAGRAMS AND PICTURE EXAMPLES IN YOUR WORK.</li> </ul>
<p>Garden</p>	<p>Students in Year 8 are introduced to the garden environment using existing and learning new skills and knowledge: Seasonality of foods. Recycling and composting. Vegetable varieties. Conditions for plant growth. Provenance. Practical skills and health and safety regarding equipment and tools use as well as correct and safe use and handling of materials.</p>	<p><b>Doddle Section</b> Complete the Doddle exercises that have been assigned to you:</p> <ol style="list-style-type: none"> <li>1. Healthy plant growth Plants and Photosynthesis</li> </ol> <p><b>First Draft Task</b> Using the information you have researched on your doodle task, Create an information pack on this topic. Add additional information and incorporate all the keywords listed below.</p> <p><b>Completed Task</b> Complete the final version of the information sheet ready to be presented to the group.</p>
<p>RM Aluminium clock inspired by biomimicry</p>	<p>During this project students will work with aluminium to create their own design of a clock inspired by biomimicry. They will learn about the design process as well as working properties of different metals. They will also learn about metal joining techniques. Students will use a wide range of tools and machinery to create their chosen final design and use a clock mechanism to make a working clock.</p>	<p><b>Doddle Section</b> Complete the Doddle exercises that have been assigned to you:</p> <ol style="list-style-type: none"> <li>1. Manufacturing your product 1</li> <li>2. Metals and their properties 1</li> <li>3. Metal millionaire</li> <li>4. Metals and their properties mini quiz</li> </ol> <p><b>First Draft Task</b> Choose one of the doodle presentation tasks and create a draft for one of the following choices:</p>

		<p>poster/leaflet/information sheet.</p> <p><b>Completed Task</b> complete the final version of the poster/leaflet/information sheet.</p>
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**Suggestions for independent study and home support**

Various educational websites e.g. [Bitesize](http://www.bbc.co.uk/schools/gcsebitesize/design/)  
<http://www.bbc.co.uk/schools/gcsebitesize/design/>  
<http://www.technologystudent.com/>

Varndean Moodle

Useful Apps

How stuff works

Idea Sketch

Inspiration Maps

Skitch

**KEY SKILLS:**

<p><b>Keywords:</b></p> <p>Manufacture, Ferrous, non-Ferrous, Brittle, Ductility, Durable, Corrosion</p> <p>Nutrients, Carbohydrates, Protein, Fats, Sugar, Vitamins, Minerals, Fibre, Water</p> <p>Sustainability, Reuse, Recycle, Renew, Carbon Footprint, Fairtrade, Natural fabrics, Environment, Alteration</p> <p>Sustainability, Organic Farming, Alternative Farming Methods, herbicide, Potassium.</p> <p>Layout, Font, Contrast, Impact, Appropriate, Relevant</p> <p>Nutrients, Carbohydrates, Protein, Fats, Sugar, Vitamins, Minerals, Fibre, Water, Bacteria, Pathogenic, HACCP (Hazardous Analysis &amp; Critical Control Points) COSHH (Control of Substances Hazardous to Health)</p>	<p><b>Numeracy:</b></p> <p>1mm = 0.1cm          10mm = 1cm          50mm = 5cm          55mm = 5.5cm          100mm = 10cm          To convert mm to cm ÷10          To convert cm to mm x 10</p>	<p><b>Other:</b></p> <p><a href="http://www.bbc.co.uk/schools/gcsebitesize/design/">http://www.bbc.co.uk/schools/gcsebitesize/design/</a></p> <p><a href="http://www.technologystudent.com/">http://www.technologystudent.com/</a></p> <p>Varndean Moodle</p> <p>Useful Apps</p> <p>How stuff works</p> <p>Idea Sketch</p> <p>Inspiration Maps</p> <p>Skitch</p> <p>Communication</p> <p>Presentation</p> <p>Team work</p> <p>Independent skills</p> <p>Research development</p> <p>Time management</p>
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## Year 8 - Drama

Key topics	Course content	Assessment
<p>Autumn 1/ Autumn 2:</p> <p>Mask, Move, Mime</p>	<p>To explore mime, movement, mask as drama techniques To explore conflict through mask and mime</p> <p><b>DRAMA CRAFT</b> Voice / Movement - connecting with audience Characterisation Style - domestic / abstract</p> <p><b>NC/GCSE/BTEC/Other Specification Criteria Covered:</b> Collaboration Creativity Explorative Strategies Role play Still Image Drama Medium Space / levels Mime / movement / gesture Voice / spoken language Use of lighting / sound Elements of Drama Characterisation Plot</p>	<p>Preparation:</p> <p>Research drama texts, script writing, line learning.</p> <p>Other assessments:</p> <p>End of half term performance assessment of: Group work Voice and movement Techniques, form and structure Evaluation skills</p>
<p>Quest</p>	<p>As an isolated tribe, the Shamen must select a successor, save the village from a natural disaster, choose who comes on the quest and test competitors for stealth.</p> <p><b>DRAMA CRAFT</b> Voice - connecting with audience, soundscape (in the ritual) Movement - choreographed , canon and unison Characterisation - language (ancient tribe) Choral Repetition - the Villagers “we’re the villagers and ...” Physical Theatre - the Natural Disaster Cross Cut - split stage; Shamen’s Hut/Villagers at work.</p>	
<p>Godot</p>	<p>To understand play structure, style and meaning with Focus on Waiting for Godot by Beckett. To learn and stage a scene To write and perform a scene in the style of Godot</p> <p><b>DRAMA CRAFT</b> Voice / Movement - connecting with audience Characterisation Style - Beckett, abstract, surreal</p>	



<p>Student led learning</p>	<p><b>Explorative Strategies</b>                  Still Image                  Thought track  <b>Drama Medium</b>                  Space / levels                  Mime / movement / gesture                  Voice / spoken language  <b>Elements of Drama</b>                  Characterization                  Plot                  Climax / anti climax</p> <p>Peer teaching and learning. Through student voice groups select drama skills to teach through an agreed issue / theme. Groups research and prepare a lesson for presentation to include at least 2 strategies / medium / elements of drama as shown below.</p> <p><b>Explorative strategies</b></p> <ul style="list-style-type: none"> <li>• Still image</li> <li>• Thought-tracking</li> <li>• Narrating</li> <li>• Hot-seating</li> <li>• Role play</li> <li>• Cross-cutting</li> <li>• Forum theatre</li> <li>• Marking the moment</li> </ul> <p><b>The drama medium</b></p> <ul style="list-style-type: none"> <li>• The use of costume</li> <li>• The use of masks and/or make-up</li> <li>• The use of sound and/or music</li> <li>• The use of lighting</li> <li>• The use of space and/or levels</li> <li>• The use of set and/or props</li> <li>• The use of movement, mime and gesture</li> <li>• The use of voice</li> </ul> <p><b>The elements of drama</b></p> <ul style="list-style-type: none"> <li>• Action/plot/content</li> <li>• Forms</li> <li>• Climax/anti-climax</li> <li>• Rhythm/pace/tempo</li> <li>• Contrasts</li> <li>• Characterization</li> <li>• Conventions</li> <li>• Symbols</li> </ul>	<p>Other assessments:</p> <p>End of half term performance assessment of:                  Group work                  Voice and movement Techniques, form and structure                  Evaluation skills</p>
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**Suggestions for independent study and home support**

Theatre visits, various educational websites e.g. [Bitesize](#), all aspects of school productions.

<b>KEY SKILLS:</b>		
<p><b>Literacy:</b></p> <p><b>Explorative strategies</b>                      Still image                      Thought-tracking                      Narrating                      Hot-seating                      Role play                      Cross-cutting                      Forum theatre                      Marking the moment</p> <p><b>The drama medium</b>                      The use of costume                      The use of masks and/or make-up                      The use of sound and/or music                      The use of lighting                      The use of space and/or levels                      The use of set and/or props                      The use of movement, mime and gesture                      The use of voice</p> <p><b>The elements of drama</b>                      Action/plot/content                      Forms                      Climax/anti-climax                      Rhythm/pace/tempo                      Contrasts                      Characterization                      Conventions                      Symbols</p> <p><b>Performance keywords</b></p> <p>Voice and movement, Roles and characterization, communication, content, style, form.</p>	<p><b>Numeracy:</b></p> <p>Circles, squares.                      Group sizes                      Stage dimensions                      Lighting rig numbering                      Height, length, weight</p>	<p><b>Other:</b></p> <p><b>PLTS</b>                      Creative thinking; time management; independent learning; teamwork; reflective learners.</p> <p>Reading                      Listening                      Public address</p>

## Year 8 - English

Key topics	Course content	Assessment
<p><b>Autumn 1:</b></p> <p>Literary Villains (19th and 20th century literature)</p>	<p>In this unit, students will study the role of the villain and how this character is portrayed within a range of literature. This will involve studying both fiction and non-fiction texts. They will explore the social and historical context of each text and how this might influence the portrayal of these characters. In addition, students will also gain an understanding of the conventions and writing methods through which these characters are brought to life.</p> <p>Students will revise and extend their skills of textual analysis but also use the skills they discover to enhance their own creative writing.</p>	<p><b>Preparation:</b> Students will receive Preparation booklets containing weekly Preparation activities. This Preparation book focuses on reading skills.</p> <p><b>Assessment:</b> At the beginning of the year, all students will complete baseline assessments in both reading and writing skills.</p> <p>Students will also complete a descriptive writing assessment at the end of the first half term introducing a villain.</p>
<p><b>Autumn 2:</b></p> <p>World War 1 (Poetry and non-fiction)</p>	<p>Students will explore a range of literature focusing the First World War. This includes poetry, fiction and non-fiction, written at the time by both men and women of different nationalities. Students will also study more modern texts which focus on the war. As part of their study of the social, historical and cultural contexts of the texts, they will also study propaganda posters, recognising their bias and investigating how they seek to persuade.</p> <p>Students will extend their skills of written poetry analysis, using quotations to discuss the effects created by poets through language. In addition, students will develop their skills of comparison in order to explore how authors from alternative historical and cultural contexts portray The Great War differently.</p>	<p><b>Preparation:</b> Students will receive a Preparation book, containing weekly Preparation activities, which support areas of focus learning in this unit.</p> <p><b>Assessment:</b> Students complete an analytical essay comparing a World War I poem with a piece of modern fiction set during this time.</p>
<p><b>Spring 1:</b></p> <p>Non-fiction Writing</p>	<p>Students will study a range of non-fiction texts with different purposes, intended for different audiences. Through this, they will explore the language skills which these texts use for effect and develop them in their own writing.</p>	<p><b>Preparation:</b> Students will complete a Preparation booklet containing weekly Preparation activities which support areas of focus learning in this unit.</p>

		<p>Assessment: Students will complete a piece of literary non-fiction, based on the writing of Bill Bryson.</p>
<p>Spring 2: <b>Prisoner of the Inquisition</b> or <b>Roald Dahl Short Stories</b></p>	<p>Students will research the social, historical and cultural context of the texts in order to understand how these influence the writing process.</p> <p>Students will then study the plot, the characters and the themes of the text. In addition, they will also study the writer's craft, exploring the texts' explicit and implicit meanings and how the writer uses language and structuring: paragraphing for effect; avoiding chronology; foreshadowing and narrative hooks, to create effects for the reader.</p> <p>Students will also develop their analytical skills by responding in detail to questions about the text, using quotations.</p>	<p>Preparation: Students will receive a Preparation book containing weekly activities exploring the key ideas in the texts.</p> <p>Assessment: Students will complete a reading assessment, exploring the language and structure of the text.</p>
<p>Summer 1: <b>Journeys:</b></p>	<p>This unit continues to develop students' writing skills, encouraging them to become increasingly more adventurous in their choices of sentence structures, punctuation, vocabulary and methods for structuring.</p> <p>As part of this unit, students will explore a range of texts: prose, poetry and literary non-fiction, all linked to the theme of 'journeys'.</p>	<p>Preparation: Students will receive a Preparation booklet containing weekly Preparation activities focusing on writing skills</p> <p>Assessment: Students will create a mini portfolio of creative writing, including prose, poetry and description</p>
<p>Summer 2: <b>19th Century Short Stories</b></p>	<p><b>In preparation for the rigours of the new GCSE curriculum, with its emphasis on nineteenth century texts, this unit aims not only to enhance students' reading skills but also familiarise them with the style and vocabulary of texts from this time.</b></p> <p>Students will study the plot, the characters and the themes of the text and explore the language skills deployed by these authors to create effects for readers. Students will uncover explicit and implicit meaning, and discuss how sentence structures and punctuation are used for effect. They will also investigate how authors use</p>	<p>Preparation: Students will receive a Preparation booklet containing weekly Preparation activities focusing on reading skills.</p> <p>Assessment: Students will complete an analytical essay, employing textual analysis to demonstrate their understanding of the writer's craft.</p>

	structure to enhance meaning.  Students will also develop their analytical skills by responding in detail to questions about the text, using quotations.	
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Suggestions for independent study and home support:

- Students should ensure that they are completing regular, private reading which incorporates a range of texts from different genres and includes both fiction and non-fiction.
- Writing book reviews
- Finding and reading other texts by the authors we are studying in class.
- Completing further research into the historical, cultural or social context of texts being studied;
- Completing creative writing activities: fictional writing or poetry
- Completing descriptive writing of a favourite place or a situation which is of interest
- Completing some non-fiction writing: a speech, newspaper article. a leaflet or a poster using the devices to achieve the intention of the piece, be it to inform, explain, persuade, argue or advise
- If students go somewhere of interest they could write a report explaining some aspects of their visit.
- Further suggestions for independent study, which are specific to each unit, are outlined in the Preparation books which students receive at the beginning of each unit.

**KEY SKILLS:**

Literacy Adjectives Alliteration Adverb Advise Analysis Argue Article Concise Connectives Colons Dashes Describe Description Emotive Exclamation Explain Full stops Imagery Inference Inform Language Metaphors Narrator Noun Onomatopoeia Personification	Numeracy:	Other:
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<p>Persuade          Prediction          Punctuation          Questioning/question marks          Repetition          Review          Semi colons          Sensational          Sense          Similes          Speech marks          Statement          Structure          Summary          Theme          Verb          Visualising</p>		
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## Year 8 French

Key topics	Course content	Assessment
<p>Most students choose one language to study in Year 8.</p> <p>Some students are dual linguists and will study two languages.</p> <p>Autumn 1: T'es branché(e) (film, TV and books)</p>	<p>Talking about TV programmes, using subject pronouns (je, tu, il, elle).</p> <p>Talking about films using opinion phrases such as 'j'aime', j'adore' etc.</p> <p>Regular -er verbs in the present tense.</p> <p>Talking about books and reading habits and reviewing books.</p> <p>Providing reasons for your opinions and introduction to the FUNKY FIVE.</p>	<p>Preparation: learning Preparation (i.e. for vocabulary tests), cultural projects, written Preparation, preparing for assessments, online self-marking activities and games.</p> <p>Set every: week.</p> <p>Other assessments: reading and speaking</p>
<p>Autumn 2:</p> <p>Kirikou et la Sorcière (Franco-African film study)</p>	<p>Film study about a Senagalese folk story.</p> <p>Introduction to the Francophone world.</p> <p>Describing the characters in the film and giving opinions about them.</p> <p>Using possessive adjectives (mon, son, sa etc.).</p> <p>Adjectival agreement.</p> <p>Giving a film review using opinions and developed reasons and a range of adjectives.</p>	<p>Preparation: learning Preparation (i.e. for vocabulary tests), cultural projects, written Preparation, preparing for assessments, online self-marking activities and games.</p> <p>Other assessments: writing and listening</p>
<p>Spring 1:</p> <p>Mon temps libre (hobbies and free time)</p>	<p>Saying what you do in your free time and using 'jouer' and 'faire'.</p> <p>Talking about the weather and using 'quand'.</p> <p>Talking about sports and giving opinions to say what you like to do in free time (using opinion phrase + infinitive).</p> <p>Using time and weather expressions together when talking about sports and hobbies.</p>	<p>Preparation: learning Preparation (i.e. for vocabulary tests), cultural projects, written Preparation, preparing for assessments, online self-marking activities and games.</p> <p>Other assessments: reading and speaking</p>
<p>Spring 2:</p> <p>A table, tout le monde! (food, drinking and eating habits)</p>	<p>Talking about mealtimes, foods and drinks.</p> <p>Restaurant and market role play.</p> <p>Using 'manger' with the partitive article (du, de la, des).</p> <p>Healthy and unhealthy eating habits.</p> <p>Learning about eating habits and foods from Guadeloupe.</p>	<p>Preparation: learning Preparation (i.e. for vocabulary tests), cultural projects, written Preparation, preparing for assessments, online self-marking activities and games.</p> <p>Other assessments: Writing and</p>

		Listening
<p>Summer 1:</p> <p>Où j'habite (home and local area)</p>	<p>Describing types of houses and your own home. Saying what your town is like and what you can do there using 'on peut + infinitive'.</p> <p>Describing your ideal house and saying where you'd like to live using 'je voudrais habiter'.</p> <p>Using prepositions to describe what there is and isn't in a town and using 'il y a/il n'y a pas'.</p>	<p>Preparation: learning Preparation (i.e. for vocabulary tests), cultural projects, written Preparation, preparing for assessments, online self-marking activities and games.</p> <p>Other assessments: Speaking and Reading</p>
<p>Summer 2:</p> <p>Paris, je t'adore! (A guide to Paris!)</p>	<p>Saying what you can do in Paris using 'on peut +infinitive'.</p> <p>Saying what you like doing using opinion phrases and infinitives.</p> <p>Asking for tourist information and using question words.</p> <p>Using the past tense to describe a recent trip to Paris.</p> <p>Learning about Bastille Day celebrations in Paris.</p>	<p>Preparation: learning Preparation (i.e. for vocabulary tests), cultural projects, written Preparation, preparing for assessments, online self-marking activities and games.</p> <p>Other assessments: Writing and Listening</p>

Suggestions for independent study and home support:

The Languages Department subscribes to various online self-marking resources for students from Year 7-11. These include Linguascope and languagesonline. The students will receive passwords and usernames every year. A fantastic free App is also available to anyone called 'Duolingo'.

#### KEY SKILLS:

<p>Literacy: Please refer to the <a href="#">vocab. list on AQA's website</a></p>	<p>Numeracy: Interpreting data from class surveys Presenting data in various formats Use of numbers, dates, times. Spotting patterns and deciphering language 'codes' and logical grammatical patterns. Working out percentages from test results Talking about pocket money, careers and budgeting.</p>	<p>Other:</p>
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## Year 8 - Geography

Key topics	Course content	Assessment
<p>Autumn 1:</p> <p>Impossible and fantastic places</p>	<p>Looking at different places, cultures, environments around the world.</p> <p>Students will study the following places taking into account both physical and human characteristics and evaluating what makes them ‘impossible and fantastic places.’</p> <ul style="list-style-type: none"> <li>● Las Vegas</li> <li>● Grand Canyon</li> <li>● Thirsty City</li> <li>● An Impossible City</li> <li>● A sustainable City</li> <li>● Menorca</li> <li>● Thailand</li> <li>● Racetrack Playa</li> </ul>	<p>Write a report on an Impossible City for the National Geographic Magazine.</p>
<p>Autumn 2:</p> <p>Russia, Brazil and the UK</p>	<p>Sochi 2014, Fall of Communism, Homophobia, Ukraine, Chernobyl disaster, World cup, Olympics,</p> <p>Physical and human characteristics of Russia and where it is located in the world. Russia - urban v rural</p> <p>Brazil - key facts including where in the world it is located. Brazil carnival Brazil rainforest study Amazon tribes UK study and the wonders of the world and Stonehenge</p>	<p>End of unit assessment based on everything learnt this term including an 8 mark question on population to develop extended writing skills.</p>
<p>Spring 1:</p> <p>The Weird and Wonderful Zoo</p> <p>Ecosystems: Rainforests H2O</p>	<p>Ecosystems Environments Soils Adaptations</p>	
<p>Spring 2:</p> <p>Our Restless</p>	<p>Tectonics Pangea Earthquakes</p>	

Planet	Volcanoes Super volcanoes	
Summer 1: Primark or Poverty?	Globalisation Fashion Slavery Sweat shops International trade Fair trade	
Summer 2: Living on the Edge	Coasts Sea level rises Erosion Management	

#### Suggestions for independent study and home support

- The school library stocks a wealth of books on all topics we study.
- Recycling information:
  - <http://www.recyclenow.com/>
  - <http://www.recycling-guide.org.uk/>
- BBC refugee: [http://news.bbc.co.uk/1/hi/english/static/in\\_depth/world/2001/road\\_to\\_refuge/](http://news.bbc.co.uk/1/hi/english/static/in_depth/world/2001/road_to_refuge/)
- Amazon - Bruce Parry: <http://www.bbc.co.uk/amazon/>
- Human Planet: <http://www.bbc.co.uk/programmes/b00llpvp>
- Tourism:
  - [http://www.bbc.co.uk/northernireland/schools/11\\_16/ks3geography/swf/tourism/intro.shtml](http://www.bbc.co.uk/northernireland/schools/11_16/ks3geography/swf/tourism/intro.shtml)
  - <http://www.visitbrighton.com/>

## Year 8 German

Key topics	Course content	Assessment
<p>Most students choose one language to study in Year 8.</p> <p>Some students are dual linguists and will study two languages.</p> <p>Autumn 1: Basic Revision. Die Schule - (school subjects)</p>	<p>Giving details about yourself (introductions).</p> <p>Talking about school subjects, using subject pronouns (ich, du, er, sie).</p> <p>Talking about school subjects using opinion phrases such as 'ich mag', 'ich liebe', 'mein Lieblings....' etc.</p> <p>Learning about verbs in the present tense - conjugating verbs.</p> <p>Revision of how to use connectives such as 'weil', 'da', 'obwohl' + verb to end.</p> <p>Providing reasons for your opinions and introduction to the FUNKY FIVE.</p>	<p>Preparation: learning Preparation (i.e. for vocabulary tests), written Preparation, cultural projects, preparing for assessments, online self-marking activities and games.</p> <p>Set every: week.</p> <p>Other assessments: reading and speaking</p>
<p>Autumn 2: Die Schule - (school routine). Die Kleider - (clothes).</p>	<p>Learning how to tell the time.</p> <p>Talking about the school timetable.</p> <p>Introducing verb as the 2nd idea.</p> <p>Talking about your uniform and other clothes using subject pronouns (ich, du, er, sie).</p> <p>Talking about clothes using opinion phrases such as 'ich mag', 'ich liebe', 'mein Lieblings....' etc.</p> <p>Using the accusative case (einen, eine, ein).</p>	<p>Preparation: learning Preparation (i.e. for vocabulary tests), cultural projects, written Preparation, preparing for assessments, online self-marking activities and games.</p> <p>Other assessments: writing and listening</p>
<p>Spring 1: Freizeit - (hobbies and free time)</p>	<p>Saying what you do in your free time using 'spielen'.</p> <p>Looking at some irregular verbs (lesen, sehen, fahren in the present tense).</p> <p>Talking about sports and giving opinions to say what you like to do in your free time (using opinion phrases such as 'ich spiele gern'.....).</p> <p>Using time expressions together with sports and hobbies (verb as 2nd idea).</p>	<p>Preparation: learning Preparation (i.e. for vocabulary tests), cultural projects, written Preparation, preparing for assessments, online self-marking activities and games.</p> <p>Other assessments: reading and speaking</p>
<p>Spring 2: Mein Zuhause - (home and local area).</p>	<p>Saying where you live and describing types of houses.</p> <p>Using 'es gibt' to describe your own home.</p> <p>Saying what's in your room using prepositions (auf, unter etc. + dative)</p> <p>Recognising the past tense (imperfect 'war', 'hatte').</p> <p>Describing your ideal house and saying where you'd like to live using 'ich möchte.....wohnen/haben'.</p>	<p>Preparation: learning Preparation (i.e. for vocabulary tests), cultural projects, written Preparation, preparing for assessments, online self-marking activities and games.</p> <p>Other assessments: Writing and Listening</p>
<p>Summer 1:</p>	<p>Learning about towns and cities in German speaking countries.</p>	<p>Preparation: learning Preparation (i.e. for vocabulary</p>

<p>Stadt und Land (town and country)</p>	<p>Talking about the weather. Saying what there is in a town and talking about types of transport. Using negatives (es gibt keinen, keine, kein....) Using opinion phrases for town. Recognising plural forms. Saying where you would like to live using 'ich möchte.....wohnen/haben'.</p>	<p>tests), cultural projects, written Preparation, preparing for assessments, online self-marking activities and games.  Other assessments: Speaking and Reading</p>
<p>Summer 2:  Wo ist.....? - (asking for directions)  Essen und Trinken - (food and drink)</p>	<p>Asking for and giving directions (using commands). Understanding the difference between 'du' and 'Sie'.  Talking about foods and drinks. Cafe role play. Using 'ich möchte' and was 'möchten Sie?'</p>	<p>Preparation: learning Preparation (i.e. for vocabulary tests), cultural projects, written Preparation, preparing for assessments, online self-marking activities and games.  Other assessments: Writing and Listening</p>

Suggestions for independent study and home support

The Languages Department subscribes to various online self-marking resources for students from Year 7-11. These include Linguascope and languagesonline. The students will receive passwords and usernames every year. A fantastic free App is also available to anyone called 'Duolingo'.

**KEY SKILLS:**

<p>Literacy (keyword link)</p> <p>Please refer to the <a href="#">vocab. list on AQA's website</a></p>	<p>Numeracy</p> <p>Interpreting data from class surveys Presenting data in various formats Use of numbers, dates, times. Spotting patterns and deciphering language 'codes' and logical grammatical patterns. Working out percentages from test results Talking about pocket money, careers and budgeting.</p>	<p>Other:</p>
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Year 8 - History GCSE		
Key topics	Course content	Assessment
<p>Autumn 1:</p> <p>The British Empire</p>	<p>Knowledge of the British Empire</p> <p>British Empire on trial</p> <p>Analysis of sources for utility</p> <p>Using sources to test a hypothesis</p>	<p>Preparation:</p> <p>Extended Preparation on the British Empire</p> <p>Other assessments: Should we be proud of the British Empire?</p> <p>Source analysis</p>
<p>Autumn 2:</p> <p>Transatlantic Slave Trade</p>	<p>West Africa before the slave trade</p> <p>Key features of the slave trade</p> <p>The Middle Passage</p> <p>Life on a plantation</p> <p>Abolition and resistance</p>	<p>Preparation:</p> <p>Extended Preparation on the work of abolitionists.</p> <p>Other assessments:</p> <p>Can Britain be proud for abolishing the slave trade?</p>
<p>Spring 1:</p> <p>Women's roles through History</p>	<p>Medieval women</p> <p>Tudor women</p> <p>17<sup>th</sup> century women</p> <p>Women pre-1850</p>	<p>Preparation:</p> <p>Extended Preparation on thematic changes to women's' lives</p> <p>Other assessments:</p> <p>Presentation assessment on the significance of women in History</p>
<p>Spring 2:</p> <p>Industrial Revolution WW1</p>	<p>Industrial revolution overview</p> <p>Causes of WW1</p> <p>Trench warfare</p> <p>The Battle of the Somme case study - Lions led by Donkeys?</p> <p>Indian soldiers in WW1 - local history case study of treatment of Indian soldiers in Brighton</p>	<p>Preparation:</p> <p>Extended Preparation causes of WW1</p> <p>Other assessments:</p> <p>Was General Haig the main reason there were so many casualties at the Somme?</p>
<p>Summer 1</p> <p>Democracy and Dictatorship WW2</p>	<p>Case Study of dictators - Stalin, Hitler, Mussolini</p> <p>Key features of a dictatorship in the 1930s and present day</p> <p>Key military turning points of WW2 - Blitzkrieg, Dunkirk, Battle of Britain, D-Day.</p> <p>The Home Front in WW2</p>	<p>Preparation:</p> <p>Extended Preparation preparing a graphic overview of WW2</p> <p>Other assessments:</p> <p>Local study on Brighton in WW2</p>
<p>Summer 2:</p>	<p>The atomic bomb</p>	<p>Preparation:</p>

Controversial issues in History	The Holocaust The War on Terror	Extended Preparation on the use of the atomic bomb  Other assessments:
<p><b>Suggestions for independent study and home support</b></p> <p>The school library stocks a wealth of books on all topics we study. Brighton and Hove libraries have excellent resources for young people on all topics covered.</p>		
<p><b>KEY SKILLS:</b></p>		
<p>Literacy (keyword link)</p> <p>Follow links below for keywords sheets:</p> <ul style="list-style-type: none"> <li>• <a href="#">Causes of WW1</a></li> <li>• <a href="#">Democracy and dictatorship</a></li> <li>• <a href="#">Empire</a></li> <li>• <a href="#">Slavery</a></li> <li>• <a href="#">Women through time</a></li> </ul>	<p>Numeracy:</p> <p>There are various opportunities to use numeracy skills such as using graphs, spreadsheets and pie charts.</p>	<p>Other:</p> <p>Source skills - inference skills; testing a source for reliability/utility; cross-referencing sources</p>

### Learning 4 Life

Key topics	Course content
Autumn 1  Drugs, alcohol and tobacco education	Setting ground rules and introduction to alcohol Understanding alcohol units and short term effects The short and long term effects of smoking The facts about cannabis
Autumn 2  The factors affecting health and wellbeing	Understand the effects of bullying and how to stop it Health & exercise Diet and healthy eating Emotional wellbeing How to build resilience and reframing failure
Spring 1  Mental health - unhealthy coping strategies	Learn what can trigger a mental illness. Be more confident in talking about this topic. Learn how to get help and support for yourself or a friend <ul style="list-style-type: none"> <li>● Self-harm</li> <li>● Eating disorders</li> <li>● Depression and anxiety</li> </ul>
Spring 2  Sex and Relationship Education	Learn how to deal with a breakdown in a relationship and the effects of change, including loss, separation, divorce and bereavement Media vs real life Introduction to contraception and STIs. Child sexual exploitation.
Summer 1  Citizenship	Being a good citizen, prejudice, ages in law, equality and discrimination, racism and language
Summer 2  FGM, FM, Grooming, Radicalisation	Understand what FGM is, that it is illegal, know female parts of the body (genitals). What is a forced marriage and what is not, cultural context, facts & myths, long term impact of FM on girls and women

#### KEY SKILLS

Students develop knowledge, skills and attributes they need to manage many of the critical opportunities, challenges and responsibilities they will face as they grow up and in adulthood. This includes staying safe and healthy, building self-esteem, confidence, aspirations, resilience and empathy and employability skills.

## Year 8 - Mathematics

Key topics	Course content	Assessment
<p><b>Autumn 1:</b> <b>Foundation tier</b> Module 1: Whole numbers and decimals</p> <p>Module 2: Measures, perimeter and area</p> <p>Module 3: Expressions and formulae</p>	<p>Integers and decimals, Multiplying and dividing integers, Multiples and factors, Prime numbers, LCM and HCF, Squares and cubes, Square roots and cube roots</p> <p>Metric measure, Imperial measure, Perimeter and area of a rectangle, Area of a triangle, parallelogram and trapezium, Area of compound shapes and Area of a circle, Circumference of a circle</p> <p>Simplifying and substituting and Indices</p>	<p>Preparation: Doddlelearn.co.uk tasks.</p> <p>Other assessments: End of term assessment on topics covered since September 2015. Follow up lesson to go through assessment/misconceptions</p>
<p><b>Autumn 1:</b> <b>Higher tier</b> Module 1: Whole numbers and decimals</p> <p>Module 2: Measures, perimeter and area</p> <p>Module 3: Expressions and formulae</p>	<p>Factors, multiples and primes, Prime factor decomposition, LCM and HCF, Square roots and cube roots, Indices, Rounding and estimation including significant figures, Upper and lower bounds and Trial and improvement</p> <p>Metric measures (dimensions) including compound measures, Imperial measures (dimensions), Length and Area of a rectangle and a triangle, Length and Area of a parallelogram and trapezium, Circumference of a circle and Area of a circle</p> <p>Indices in algebra and Index Laws, Collecting like terms including powers and multiplying linear expressions, Expanding Brackets, Factorising expressions, Writing expressions, Formulae (Rearranging formulae including changing the subject) and Algebraic fractions</p>	<p>Preparation: Doddlelearn.co.uk tasks.</p> <p>Other assessments: End of term assessment on topics covered since September 2015. Follow up lesson to go through assessment/misconceptions</p>
<p><b>Autumn 2:</b> <b>Foundation tier</b> Module: Algebra</p> <p>Module 4: Fractions, decimals and percentages</p> <p>Module 5: Angles and shapes</p>	<p>Like terms; Expanding Brackets, Substitution into formulae; Writing a formula, Formulae in context; Rearranging formulae and Algebraic fractions</p> <p>Ordering decimals, Fractions and decimals, Adding and subtracting fractions, Fraction of a quantity, Percentages of amounts and Fractions, decimals and percentages</p> <p>Angles, Properties of a triangle, Angles in parallel lines and Properties of a quadrilateral</p>	<p>Preparation: Doddlelearn.co.uk tasks.</p> <p>Other assessments: End of term assessment on topics covered since September 2015. Follow up lesson to go through assessment/misconceptions</p>
<p><b>Autumn 2:</b> <b>Higher tier</b> Module 4: Fractions, decimals and percentages</p>	<p>Fractions and decimals (including reciprocals and recurring decimals), Adding and subtracting fractions, Multiplying and dividing fractions, Percentage change (increase/decrease) including reverse percentages and Percentage problems including repeated percentage change</p>	<p>Preparation: Doddlelearn.co.uk tasks.</p> <p>Other assessments: End of term assessment on</p>

<p><b>Module 5: Angles and shapes</b></p> <p><b>Module 6: Graphs</b></p>	<p>Angles and parallel lines, Properties of a triangle and a quadrilateral, Properties of a polygon (including angle problems), Congruent shapes, Circle Properties and Arcs and sectors</p> <p>Midpoints of coordinate pairs, Graphs of linear functions and Curved graphs (including quadratics)</p>	<p>topics covered since September 2015. Follow up lesson to go through assessment/misconceptions</p>
<p><b>Spring 1: Foundation tier</b></p> <p><b>Module 5: Angles and shapes continued</b></p> <p><b>Module 6: Graphs</b></p> <p><b>Module 7: Mental calculations</b></p>	<p>Properties of a polygon and Congruent shapes</p> <p>Drawing straight-line graphs, Equation of a straight line, Real life graphs and Time series graphs</p> <p>Rounding, Estimating and Approximating, Mental addition and subtraction, Multiply and divide by powers of 10, Mental multiplication and division, Mental addition and subtraction problems and Mental multiplication and division problems</p>	<p>Preparation: Doddlelearn.co.uk tasks.</p> <p>Other assessments: End of term assessment on topics covered since September 2015. Follow up lesson to go through assessment/misconceptions</p>
<p><b>Spring 1: Higher tier</b></p> <p><b>Module 6: Graphs</b></p> <p><b>Module 7: Mental calculations</b></p> <p><b>Module 8: Collecting and representing data</b></p>	<p>Midpoints of coordinate pairs, Graphs of implicit functions and Cubic graphs, Exponential and reciprocal graphs and Real life graphs, Time Series</p> <p>Arithmetic with negative integers and decimals, Order of operations, Powers of 10, Mental addition and subtraction, Mental multiplication and division and Interpreting the calculator display</p> <p>Planning a statistical investigation and data collection, Frequency tables and constructing diagrams, Cumulative frequency and Box plots</p>	<p>Preparation: Doddlelearn.co.uk tasks.</p> <p>Other assessments: End of term assessment on topics covered since September 2015. Follow up lesson to go through assessment/misconceptions</p>
<p><b>Spring 2: Foundation tier</b></p> <p><b>Module 8: Collecting and representing data</b></p> <p><b>Module 9: Transformations</b></p>	<p>Planning a data collection, Collecting data, Pie charts, Bar charts and frequency diagrams, Averages, Averages from frequency tables and Scatter graphs and correlation</p> <p>Transformations and Combinations of transformations</p>	<p>Preparation: Doddlelearn.co.uk tasks.</p> <p>Other assessments: End of term assessment on topics covered since September 2015. Follow up lesson to go through assessment/misconceptions</p>
<p><b>Spring 2: Higher tier</b></p> <p><b>Module 8: Collecting and representing data</b></p> <p><b>Module 9: Transformations</b></p>	<p>Averages (Moving averages), Interpreting statistical diagrams, Scatter diagrams and correlation and Comparing distributions</p> <p>Transformations, Combinations of transformations, Symmetry, Enlargements and Maps and Scale drawings,</p>	<p>Preparation: Doddlelearn.co.uk tasks.</p> <p>Other assessments: End of term assessment on topics covered since September</p>

<b>Module 10: Equations</b>	Similar shapes  Linear equations (including fractions) and Simultaneous equations (constructing and solving algebraically and graphically)	2015. Follow up lesson to go through assessment/misconceptions
<b>Summer 1: Foundation tier Module 9: Transformations</b>  <b>Module 10: Equations</b>  <b>Module 11: Written and calculator methods</b>  <b>Module 12: Constructions</b>	Symmetry and enlargements  Solving one-step equations, Solving multi-step equations, Equations with brackets and Real-life equations  Written addition and subtraction, Written methods of multiplication, Written methods of division, Order of operations, Addition and subtraction problems, Multiplication and division problems and Calculation methods  Constructing triangles and Bisectors	Preparation: Doodlelearn.co.uk tasks.  Other assessments: End of term assessment on topics covered since September 2015. Follow up lesson to go through assessment/misconceptions
<b>Summer 1: Higher tier Module 11: Written and calculator methods</b>  <b>Module 12: Constructions</b>  <b>Module 13: Sequences</b>	Trial and improvement, Real life equations; Solving inequalities, Multiplication (mental and written), Division (mental and written), Calculator skills in context, Powers and operations, Order of operations, Standard form for small and large numbers and Indices and surds  Constructing triangles, bisectors and perpendiculars, Scale drawings and Bearings, Loci and Pythagoras Theorem and the applications of Pythagoras' theorem  General term of a sequence including position-to-term rule and sequences in context (inc. patterns) and Geometric sequences; Recursive sequences and behaviour of sequences; Quadratic sequences	Preparation: Doodlelearn.co.uk tasks.  Other assessments: End of term assessment on topics covered since September 2015. Follow up lesson to go through assessment/misconceptions
<b>Summer 2: Foundation tier Module 12: Constructions continued</b>  <b>Module 13: Sequences</b>  <b>Module 14: 3D Shapes</b>  <b>Module 15: Ratio and proportion</b>  <b>Module 16: Probability</b>	Constructing perpendiculars, Loci and Scale drawings; Bearings  Term-to-term rules; Position-to-term rules and Real life sequences; Geometric sequences  3D shapes; Plans and Elevations, Surface area and volume of a cuboid and prisms  Ratio; Division in a given Ratio, Direct Proportion, Ratio and Proportion and Percentage increase and decrease; Comparing Proportions  Listing outcomes; Probability and Theoretical and Experimental probability	Preparation: Doodlelearn.co.uk tasks.  Other assessments: End of term assessment on topics covered since September 2015. Follow up lesson to go through assessment/misconceptions

<p><b>Summer 2: Higher tier</b></p> <p><b>Module 14: 3D Shapes</b></p> <p><b>Module 15: Ratio and proportion</b></p> <p><b>Module 16: Probability</b></p>	<p>3D Geometry, Plans and elevations; Surface area and volume of a prism and Trigonometry and Bearings</p> <p>Ratio; Division in a given Ratio, Direct Proportion, Ratio and Proportion and Comparing Proportions; Algebra and proportions</p> <p>Prediction and uncertainty, Probability of combined events; Tree diagrams, Mutually exclusive outcomes and Simulations, Experimental probability, Comparing experimental and theoretical probability including independent events, Simulating experimental data and Venn diagrams and probability</p>	<p>Preparation: Doddlelearn.co.uk tasks.</p> <p>Other assessments: End of term assessment on topics covered since September 2015. Follow up lesson to go through assessment/misconceptions</p>
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**Suggestions for independent study and home support**

Doddlelearn.co.uk; mymaths.co.uk (Booster packs). Manga High website. BBC, Bitesize, SAM Learning. Geometry Set, Pens, Pencils, Ruler.

**KEY SKILLS:**

<p>Literacy: Our focus in mathematics has been divided into three main areas, these are;</p> <ul style="list-style-type: none"> <li>● Spelling key terms correctly</li> <li>● Promoting the use of Mathematical language during lessons</li> <li>● Developing literacy through discussion</li> </ul>	<p>Numeracy: <a href="http://www.skillsyouneed.com/numeracy-skills.html">http://www.skillsyouneed.com/numeracy-skills.html</a> <a href="http://www.nationalnumeracy.org.uk/why-numeracy-important">http://www.nationalnumeracy.org.uk/why-numeracy-important</a> <a href="http://www.math.com/school/glossary/glossindex.html">http://www.math.com/school/glossary/glossindex.html</a> <a href="https://www.mathsisfun.com/definitions/">https://www.mathsisfun.com/definitions/</a></p>	<p>Other:</p>
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End of Year examination will take place covering all the topics for the year. These examinations will be used to set the students for Year 9.

Please note our Scheme of Learning is subject to change based on any Government strategies that may be introduced that may create the need to change our curriculum.

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/381754/SECONDARY\\_national\\_curriculum.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/381754/SECONDARY_national_curriculum.pdf)

## Year 8 - Music

Key topics	Course content	Assessment
<p><b>Autumn 1&amp;2:</b></p> <p>Gamelan &amp; Minimalism</p>	<p>Students will study the traditional rhythmic roots of Indonesian Gamelan</p> <p>The shimmering qualities of Indonesian Gamelan lend themselves to whole-class, differentiated ensemble work and also lead to looking at how musical structures can use repetitive patterns in a number of different ways.</p> <p>Students will build on their experience in Yr7 of <b>rhythm/pulse, melody and scales</b>, this unit will develop and extend the students' understanding of the many ways music can be experienced and performed.</p> <p>20<sup>th</sup> century music has been heavily influenced by <b>film music</b>, which owes a huge debt to the influence of <b>Minimalism</b>, which is itself largely influenced by <b>Indonesian Gamelan</b>. This module enables students of <i>all</i> abilities to extend their ensemble performing, as well as giving them the opportunity to develop compositional work - including <b>music technology</b> - and to locate these related strands to their cultural and historical contexts.</p>	<p>Preparation: Gamelan research project and background to minimalism</p> <p>Assessments:</p> <p>Group performance of traditional Gamelan pieces - focus on ensemble performance skills</p> <p>Small group/Solo performance of Tubular bells - focus on ensemble skills</p> <p>Small group/ Solo composition set to a brief in a minimalist style - focus on composition skills and minimalist techniques</p> <p>End of unit listening test - focus on texture, timbre and minimalist techniques</p>
<p><b>Spring 1&amp;2:</b></p> <p>Film &amp; Soundtracks</p>	<p>Students will study how composers create music to support, express, complement and enhance:</p> <ul style="list-style-type: none"> <li>• a mood or emotion being conveyed on the screen</li> <li>• a significant character(s) or place</li> <li>• specific actions or dramatic effects.</li> </ul> <p>They will also study and understand how composers use music dramatically and expressively through a variety of musical elements and compositional devices, including:</p> <ul style="list-style-type: none"> <li>• instruments and timbre</li> <li>• pitch and melody</li> <li>• rhythm and metre</li> <li>• tempo</li> <li>• dynamics, expression and articulation</li> <li>• texture</li> <li>• structure and phrasing</li> <li>• harmony and tonality</li> <li>• repetition, ostinato, sequence and imitation</li> </ul>	<p>Preparation: Film music Description</p> <p>Assessments:</p> <p>Group performance of film music/soundtrack pieces - focus on ensemble performance skills moving to leading ensembles</p> <p>Paired composition set to a short film/film clip - focus on composition skills and film music techniques.</p> <p>End of unit listening test - focus on melody, harmony, tempo and film music</p>

	<ul style="list-style-type: none"> <li>• ornamentation</li> <li>• motif, leitmotif.</li> </ul> <p>Students will gain some knowledge of:</p> <ul style="list-style-type: none"> <li>• how music can develop and/or evolve during the course of a film or video game</li> <li>• the resources that are used to create and perform film and video soundtracks, including the use of technology</li> <li>• the names of composers of music for film and/or video games.</li> </ul>	<p>techniques</p>
<p>Summer 1&amp;2: Conventions of Pop Music</p>	<p>Students will study a range of popular music from the 1950s to the present day, focussing on:</p> <ul style="list-style-type: none"> <li>• Rock ‘n’ Roll of the 1950s and 1960s</li> <li>• Rock Anthems of the 1970s and 1980s</li> <li>• Pop Ballads of the 1970s, 1980s and 1990s</li> <li>• Solo Artists from 1990 to the present day.</li> </ul> <p>Students will study and demonstrate an understanding of:</p> <ul style="list-style-type: none"> <li>• vocal and instrumental techniques within popular music</li> <li>• how voices and instruments interact within popular music</li> <li>• the development of instruments in popular music over time</li> <li>• the development and impact of technology over time</li> <li>• the variety and development of styles within popular music over time</li> <li>• the origins and cultural context of the named genres of popular music</li> <li>• the typical musical characteristics, conventions and features of the specified genres.</li> </ul> <p>They will also study and understand how composers of popular music use and develop musical elements and compositional devices, including:</p> <ul style="list-style-type: none"> <li>• instruments and timbre (acoustic and electric)</li> <li>• pitch and melody (including bass lines and riffs)</li> <li>• rhythm and metre</li> <li>• tempo</li> <li>• dynamics, expression and articulation</li> <li>• texture</li> <li>• structure and phrasing</li> </ul>	<p>Preparation:</p> <p>Song reviews</p> <p>Assessments:</p> <p>Group performance of a popular music piece - focus on ensemble performance skills moving to leading ensembles. There will also be a focus on individual instrumental skills as students learn an unfamiliar instrument for this performance.</p> <p>Group composition set to a brief - focus on composition skills and songwriting techniques.</p> <p>End of unit listening test - focus on texture, timbre and film music techniques</p>

	<ul style="list-style-type: none"> <li>• harmony and tonality</li> <li>• dynamics, expression and articulation</li> <li>• ornamentation</li> <li>• repetition, ostinato and sequence</li> <li>• technology including amplification and recording techniques.</li> </ul> <p>Students will also gain some knowledge of:</p> <ul style="list-style-type: none"> <li>• names of solo artists and groups who composed and/or performed in each genre</li> <li>• the changing nature of song structure</li> <li>• the historical and social context of the named genres of popular music</li> <li>• the growth of the popular music industry.</li> </ul>	
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**Suggestions for independent study and home support**

Students may wish to listen to further examples of music from the topic being studied. This will broaden and deepen the student's' knowledge for the subject matter whilst developing listening skills.

**KEY SKILLS:**

Literacy (keyword link)	Numeracy	Other
<p><b>Harmony</b></p> <ul style="list-style-type: none"> <li>• Diatonic, dissonant, atonal, chromatic, microtonal</li> <li>• Chords: major, minor</li> <li>• Block chords/chordal, arpeggio/broken chord, triad,</li> <li>• Primary triads, simple harmony</li> <li>• Drone</li> <li>• 12 bar blues.</li> </ul> <p><b>Instruments/Ensembles/Timbre</b></p> <ul style="list-style-type: none"> <li>• Standard orchestral instruments and their families</li> <li>• Piano, harpsichord, organ, cello</li> <li>• Orchestra, string orchestra, duet, trio,</li> <li>• Electronic and pop instruments including voices and voice types</li> <li>• Melodic and compositional devices</li> <li>• Repetition, sequence, imitation, ostinato</li> <li>• Inversion</li> <li>• Riff</li> <li>• Improvisation/improvised</li> <li>• Dialogue, question and answer phrases, call and response</li> </ul>	<p><b>Simple &amp; compound time:</b></p> <p>Grouping into 3s, multiples of 3</p> <p>Grouping into 4s, multiples of 4</p> <p><b>Stereo Field:</b></p> <p>Angles up to 180 degrees</p> <p><b>Equalisation:</b></p> <p>Large numbers up to 20000</p> <p>Reading of 4 quadrant graphs including negative numbers</p>	<p><b>Performance:</b></p> <ul style="list-style-type: none"> <li>• practice a variety of pieces that develop their skills</li> <li>• demonstrate an understanding of performing with accuracy and fluency</li> <li>• demonstrate an understanding of performing with technical control</li> <li>• demonstrate an understanding of performing musically and with appropriate expression and interpretation</li> <li>• understand and be able to perform confidently and stylishly.</li> </ul> <p><b>Composition:</b></p> <ul style="list-style-type: none"> <li>• develop their understanding of rhythm, melody, harmony, structure and compositional devices</li> <li>• develop an understanding of</li> </ul>

<ul style="list-style-type: none"> <li>• Walking bass</li> <li>• Fills, stabs</li> <li>• Hook</li> <li>• Lyrics</li> </ul> <p><b>Melody/Pitch</b></p> <ul style="list-style-type: none"> <li>• Stepwise, scalar, passing note, leap</li> <li>• Intervals; unison, 5th, octave, tone, semitone,</li> <li>• Scales: Major, minor</li> <li>• Range</li> </ul> <p><b>Notation</b></p> <ul style="list-style-type: none"> <li>• Note lengths and rests from semibreve to semiquaver including dotted notes and triplets</li> <li>• Pitch names and their places on the treble clef from G1 to C4</li> <li>• Stave, score</li> <li>• Treble and bass clefs</li> <li>• Bar and double bar lines, repeat marks</li> <li>• Key signatures and keys up to at least four sharps and flats</li> <li>• Time signatures: simple duple, triple, quadruple, and compound duple</li> <li>• Sharp, flat, natural</li> <li>• Phrase marks, tie</li> </ul> <p><b>Rhythm</b></p> <ul style="list-style-type: none"> <li>• Anacrusis/up-beat</li> <li>• Off-beat/syncopation, dotted</li> <li>• Metre/pulse</li> <li>• Rest/silence</li> <li>• Cross-rhythm, polyrhythm</li> <li>• Swung/swing rhythm</li> </ul> <p><b>Structure</b></p> <ul style="list-style-type: none"> <li>• Binary, ternary, rondo</li> <li>• Strophic</li> <li>• Round, canon</li> <li>• Verse and chorus</li> <li>• Instrumental break, middle eight.</li> </ul> <p><b>Technology</b></p> <ul style="list-style-type: none"> <li>• Synthesiser, drum machine, mixing desk, sequencer, multitracking, overdubbing</li> <li>• amplification, sampler, sampling panning</li> <li>• MIDI, computer</li> <li>• Digital effects, (FX), reverb, echo, distortion, attack, delay</li> </ul> <p><b>Tempo</b></p> <ul style="list-style-type: none"> <li>• Largo, andante, moderato, allegro,</li> </ul>		<p>how to compose appropriately for a range of instruments/voices/technology</p> <ul style="list-style-type: none"> <li>• begin to understand how to extend and manipulate musical ideas and devices in order to develop a composition</li> <li>• be able to combine and develop various musical elements successfully within the composition using an appropriate structure to create a coherent piece.</li> </ul>
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<p>vivace, presto</p> <ul style="list-style-type: none"><li>• Accelerando</li><li>• Rallentando/ritenuto</li><li>• Rubato</li></ul> <p><b>Texture</b></p> <ul style="list-style-type: none"><li>• Solo, monophonic, thick, thin</li><li>• Homophonic/chordal</li><li>• Polyphonic</li><li>• Unison</li><li>• Counter melody</li><li>• Melody and accompaniment.</li></ul> <p><b>Tonality</b></p> <ul style="list-style-type: none"><li>• Key, major, minor</li><li>• Basic modulations, e.g. tonic - dominant</li><li>• Chord progression</li></ul>		
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## Year 8 - Physical Education

Key topics	Course content	Assessment
<p><b>Autumn 1:</b></p> <p>Performance Groups (PE groups are based on practical performance levels and adjusted half termly based on progress)</p> <p>Likely physical activities (dependent on timetable / facilities)</p> <p>Rugby, Netball, Football, Hockey, Basketball, Fitness, Swimming, Table Tennis, Trampolining, OAA, Handball</p>	<p>Revise stages of warm-up cool-down.</p> <p><b>The benefits of warming up:</b></p> <ul style="list-style-type: none"> <li>• effect on body temperature                             <ul style="list-style-type: none"> <li>• range of movement increased</li> <li>• gradual increase of effort to full pace</li> <li>• psychological preparation</li> <li>• practice of movement skills through the whole range of movement</li> <li>• injury prevention.</li> </ul> </li> </ul> <p><b>The benefits of cooling down:</b></p> <ul style="list-style-type: none"> <li>• allowing the body to recover</li> <li>• the removal of lactic acid/CO<sub>2</sub>/waste products</li> <li>• prevent (delayed onset of) muscle soreness/ DOMS.</li> </ul> <p><b>Muscles of the body</b></p> <p>Should know how to stretch or locate the following muscles, deltoid, hamstrings, gastrocnemius, quadriceps, triceps, latissimus dorsi, trapezuis, gluteals, pectorals and abdominals. (Biceps), rotator cuffs, tibialis anterior.</p>	<p>Preparation: Students are encouraged to attend extra-curricular clubs both within and outside school.</p> <p>Students complete a 'socrative' knowledge and understanding test towards the end of each half term.</p> <p>Students are assessed in the following areas;</p> <p>Practical performance Developing skills Decision making / effectiveness Knowledge and understanding Evaluating and improving Leadership Mind set / Character</p>
<p><b>Autumn 2:</b></p> <p>Performance Groups (PE groups are based on practical performance levels and adjusted half termly based on progress)</p> <p>Likely physical activities: (dependent on timetable / facilities)</p> <p>Rugby, Netball,</p>	<p>Experience testing different components of fitness in relation to a sport.</p> <p>Able to accurately link components of fitness to specific skills within a sport and highlight which components are more important in different situations.</p> <p><b>Understand how fitness tests can be used to:</b></p> <ul style="list-style-type: none"> <li>• Identify strengths and/or weaknesses in a performance</li> <li>• To monitor improvement</li> <li>• To show a starting level of fitness</li> <li>• To inform training requirements</li> <li>• To compare against norms of the group/national averages</li> <li>• To motivate/set goals</li> <li>• To provide variety to a training programme.</li> </ul> <p><b>Extension: Understand the limitations of fitness testing:</b></p> <ul style="list-style-type: none"> <li>• Tests are often not sport specific/too general</li> </ul>	<p>Preparation: students are encouraged to attend extra-curricular clubs both within and outside school.</p> <p>Students complete a 'socrative' knowledge and understanding test towards the end of each half term.</p> <p>Students are assessed in the following areas ;</p> <p>Practical performance Developing skills Decision making / effectiveness</p>

Football, Hockey, Basketball, Fitness, Swimming, Table Tennis, Trampolining, OAA, Handball	<ul style="list-style-type: none"> <li>· They do not replicate movements of activity</li> <li>· They do not replicate competitive conditions required in sports</li> <li>· Many do not use direct measuring/submaximal - therefore inaccurate/some need motivation/some have questionable reliability.</li> </ul> <p>They must be carried out with the correct procedures to increase validity.</p>	Knowledge and understanding Evaluating and improving Leadership Mindset / Character
<p><b>Spring 1:</b></p> <p>Performance Groups (PE groups are based on practical performance levels and adjusted half termly based on progress</p> <p>Likely physical activities: (dependent on timetable / facilities)</p> <p>Rugby, Netball, Football, Hockey, Basketball, Fitness, Swimming, Table Tennis, Trampolining, OAA, Handball</p>	<p>Able to accurately identify and locate the key bones in the body and can articulate the key functions of the skeleton (see Year 7).</p> <p><b>Structure of the skeleton</b></p> <p>Understand how the bones provide a framework for movement through muscles and joints including the following...</p> <ul style="list-style-type: none"> <li>· The skeletal system allows movement at a joint</li> <li>· The shape and type of the bones determine the amount of movement (short bones enable finer controlled movements/long bones enable gross movement)</li> <li>· The different joint types allow different types of movement</li> <li>· The skeleton provides a point of attachment for muscles - when muscles (contract) they pull the bone.</li> </ul> <p><b>Types of freely moveable joints that allow different movements</b></p> <ul style="list-style-type: none"> <li>· Hinge joint - elbow, knee and ankle</li> <li>· Shoulder - ball and socket</li> </ul> <p><b>How joints differ in design to allow different movements</b></p> <ul style="list-style-type: none"> <li>· Flexion/Extension at the shoulder, elbow and knee</li> <li>· Abduction/adduction at the shoulder</li> <li>· Rotation of the shoulder</li> </ul> <p>Plantar flexion/dorsiflexion at ankle</p>	<p>Preparation; Students are encouraged to attend extra-curricular clubs both within and outside school.</p> <p>Students complete a 'socratic' knowledge and understanding test towards the end of each half term.</p> <p>Students are assessed in the following areas ;</p> <p>Practical performance</p> <p>Developing skills Decision making / effectiveness</p> <p>Knowledge and understanding Evaluating and improving Leadership Mindset / Character</p>
<p><b>Spring 2:</b></p> <p>Performance Groups (PE groups are based on practical performance</p>	<p>Anaerobic and aerobic exercise.</p> <p>Able to explain the terms aerobic and anaerobic exercise</p> <p>Able to link practical examples of sporting situations to aerobic or anaerobic exercise (see Year 7).</p> <p>Excess post-exercise oxygen consumption</p>	<p>Preparation; students are encouraged to attend extra-curricular clubs both within and outside school.</p> <p>Students complete a</p>

<p>levels and adjusted half termly based on progress</p> <p>Likely physical activities: (dependent on timetable / facilities)</p> <p>Rugby, Netball, Football, Hockey, Basketball, Fitness, Swimming, Table Tennis, Trampolining, OAA, Handball</p>	<p>Can define the term Excess post-exercise oxygen consumption (EPOC) or Oxygen Debt Understands that EPOC/Oxygen debt is caused by anaerobic exercise (producing lactic acid) and requires the performer to maintain increased breathing rate after exercise to repay the debt.</p> <p>The recovery process from vigorous exercise</p> <ul style="list-style-type: none"> <li>· Cool-down - maintain elevated breathing rate/heart rate (blood flow), stretching, removal of lactic acid</li> <li>· Manipulation of diet - rehydration, carbohydrates for energy</li> <li>· Ice baths/massage - prevention of delayed onset of muscle soreness (DOMS).</li> </ul> <p>Can identify the Immediate effects of exercise and Short-term effects of exercise (see year 7).</p> <p>Long-term effects of exercise: Body shape may change; Improvements in specific components of fitness; Build muscle strength; Improve muscular endurance; Improve speed; Improve suppleness; Build cardiovascular endurance; Improve stamina; Increase size of the heart; Lower resting heart rate.</p>	<p>‘socratic’ knowledge and understanding test towards the end of each half term.</p> <p>Students are assessed in the following areas:</p> <p>Practical performance Developing skills Decision making / effectiveness Knowledge and understanding Evaluating and improving Leadership Mindset / Character</p>
<p><b>Summer 1:</b> Performance Groups (PE groups are based on practical performance levels and adjusted half termly based on progress</p> <p>Athletics: 100m, 200m, 800m, discus, shot putt, vortex / javelin, long jump, hurdles, relay</p> <p>Striking and fielding Cricket /</p>	<p>Able to classify skills using sporting examples (see Year 7).</p> <p><b>Evaluation of performance and outcome goals</b> Students should be taught that performance and outcome goals can be combined. However, it is generally accepted to avoid outcome goals as they rely on factors that cannot be controlled, e.g. other performers.</p> <p>Beginners prefer to avoid outcome goals because failure can demotivate/winning may be an unrealistic goal.</p> <p><b>The use of SMART targets to improve and/or optimise performance</b></p> <p>SMART targets of goal setting are:</p> <ul style="list-style-type: none"> <li>· Specific</li> <li>· Measurable</li> <li>· Accepted</li> <li>· Realistic</li> <li>· Time bound</li> </ul>	<p>Preparation; Students are encouraged to attend extra-curricular clubs within and outside school.</p> <p>Students complete a ‘socratic’ knowledge and understanding test towards the end of each half term.</p> <p>Students are assessed in the following areas;</p> <p>Practical performance</p> <p>Developing skills Decision making / effectiveness</p> <p>Knowledge and understanding Evaluating and improving</p>

Rounders / Stoolball		Leadership Mindset / Character
<p><b>Summer 2:</b> Performance Groups (PE groups are based on practical performance levels and adjusted half termly based on progress</p> <p>Athletics</p> <p>100m, 200m, 800m, discus, shot put, vortex / javelin, long jump, hurdles, relay</p> <p>Striking and fielding</p> <p>Cricket / Rounders / Stoolball</p>	<p>To evaluate and take action to improve performance using performance analysis software and hardware to record and analyse performance</p> <p>Students use ICT to complete a PAR analysis of a performance in Athletics / striking and fielding</p> <p>The use of SMART targets to improve and / or optimise performance:</p> <ul style="list-style-type: none"> <li>● specific</li> <li>● measureable</li> <li>● accepted</li> <li>● realistic</li> <li>● time bound</li> </ul> <p>How arousal can be controlled using stress management techniques before or during a sporting performance.</p> <p>Stress management techniques</p> <ul style="list-style-type: none"> <li>● deep breathing</li> <li>● mental rehearsal / visualisation / imagery</li> <li>● positive self-talk</li> </ul> <p>Likely Physical Activities (dependent on timetable / facilities)</p> <p>Athletics - long jump, 100m, 200m, 800m, relay, javelin, shot put, hurdles, discus. Striking &amp; fielding - rounders, cricket and stoolball.</p>	<p>Preparation; students are encouraged to attend extra-curricular clubs within and outside school.</p> <p>Students complete a ‘socratic’ knowledge and understanding test towards the end of each half term.</p> <p>Students are assessed in the following areas ;</p> <p>Practical performance</p> <p>Developing skills Decision making / effectiveness</p> <p>Knowledge and understanding Evaluating and improving Leadership Mindset / Character</p>

### Suggestions for independent study and home support

Study resources are shared with students prior to each knowledge and understanding test.

<http://www.bbc.co.uk/education/subjects/znyb4wx>

### KEY SKILLS:

Literacy (keyword link)	Numeracy	Other
Skill, technique, skeletal system, muscular system, skill acquisition , training	Timing, percentages, estimation	Problem solving

## Year 8 - Philosophy and Ethics

Key topics	Course content	Assessment
<p><b>Autumn 1:</b></p> <p>What is Ethics?</p>	<ul style="list-style-type: none"> <li>● To be able to explain what ethics is</li> <li>● To be able to give examples of ethical issues</li> <li>● To be able to explain the difference of right and wrong from an individual perspective</li> <li>● To be able to identify ethical questions and issues.</li> <li>● To learn about what a moral dilemma is, understand why they are hard to solve, and consider the kinds of factors that have to be taken into account when trying to solve them.</li> </ul>	<p>Preparation:</p> <p>Design a wedding ceremony.</p> <p>Create a brochure for Hajj.</p> <p>Create your own symbolic</p> <p>Other assessments:</p> <p>End of half term assessment on everything covered so far</p>
<p><b>Autumn 2:</b></p> <p>Relationships and Love</p>	<ul style="list-style-type: none"> <li>● To understand and explain the four types of love</li> <li>● To apply the concept of agape to the current refugee crisis</li> <li>● To compare the relationship between a friend and a family member</li> <li>● To reflect on how you can strengthen your own relationships.</li> <li>● To compare views on what makes the perfect partner</li> <li>● To create a short story or freeze-frame to illustrate selfless love</li> <li>● To review the topic</li> <li>● To assess your understanding of the topic.</li> </ul>	<p>End of half term assessment on everything covered so far</p>
<p><b>Spring 1 and Spring 2:</b></p> <p>Animal and Human Rights</p>	<ul style="list-style-type: none"> <li>● To describe and explain how animals are used by humans globally.</li> <li>● To reflect on your own beliefs on the use of animals.</li> <li>● To judge/assess whether animal testing is justified.</li> <li>● To reflect on an extreme type of animal rights protest.</li> </ul> <p>To explain how animals are used in war.</p> <p>To consider whether military animals are heroes or victims.</p> <ul style="list-style-type: none"> <li>● To discuss the fur trade</li> <li>● To consider whether it is ever OK to wear fur</li> <li>● To reflect on the different military uses of animals</li> <li>● Describe and explain Buddhist and Jain views towards animals</li> <li>● Apply these views to the fur trade</li> </ul>	<p>End of half term assessment on everything covered so far</p>

	<ul style="list-style-type: none"> <li>● To explore Hindu beliefs on the treatment of animals</li> <li>● To compare your own opinion/beliefs to Hindu beliefs</li> <li>● To reflect on the process of eating meat, from production to consumption</li> <li>● To compare different Christian beliefs about the use / treatment of animals.</li> </ul>	
Summer 1:	<ul style="list-style-type: none"> <li>● Teacher to talk through what human rights are</li> <li>● Watch short video on human rights</li> <li>● Talk through background of the UN declaration of human rights</li> <li>● What human rights are abused in the UK</li> <li>● Using Sarita’s story follow instructions and choose a task/tasks from the sheet for students to complete</li> <li>● Follow instructions on Sue Phillips empathy tasks and stories resource. Start on p. 19</li> <li>● Continue to follow instructions through to plenary on p. 28.</li> </ul>	End of half term assessment on everything covered so far
Summer 2:	<ul style="list-style-type: none"> <li>● To allocate groups for each of the 6 human rights and allocate roles within those groups</li> <li>● Read through instructions on PP</li> <li>● Students to work for 4 lessons and produce a presentation</li> <li>● P4C discussion to be incorporated into the lessons, discussion topics about the findings or the student’s research</li> <li>● Lesson 5-6 students to present; teacher will <b>assess this as they present.</b></li> </ul>	End of half term assessment on everything covered so far
<p>Suggestions for independent study and home support:                  Research origins of your name. Research death customs in different religions. Investigate the life of Ghandi.                  Research the origin of Judaism. The history of Jewish festivals. Visit to a Buddhist centre. Research into the different types of Buddhism.                  Visit sacred places within Brighton.</p>		
<b>KEY SKILLS:</b>		
Literacy: (keyword link)	Numeracy:	Other:

## Year 8 - Science

Key topics	Course content	Assessment
<p><b>Autumn 1:</b></p> <p>1. Atoms, elements, compounds and mixtures</p>	<p>What is everything made from? Properties of elements, making compounds, conservation of mass, mixtures, melting points and boiling points. Air.</p> <p>Students will learn to explain the following:</p> <ul style="list-style-type: none"> <li>● Particles making up matter are known as atoms, and are much too small even to see using a microscope.</li> <li>● The enormous range of materials is actually made up of only a few basic materials called elements. Atoms of an element are all alike, but different from atoms of other elements.</li> <li>● Elements vary in their appearance and state, and have specific melting and boiling points.</li> <li>● During chemical reactions compounds are formed.</li> <li>● Compounds are made up of atoms of two or more elements.</li> <li>● Different arrangements of atoms compose all substances or compounds.</li> <li>● Atoms may join together in molecules or large structures.</li> <li>● Formulae indicate the relative numbers of atoms in a compound.</li> <li>● That the total mass of the reactants in a chemical reaction is conserved at the end, but the mass of individual reactants can change.</li> <li>● How to represent simple chemical reactions as word equations and symbol equations.</li> <li>● Symbol equations show the relative amounts needed for compounds to react.</li> <li>● Chemical reactions follow patterns that can allow you to predict the products of an unknown reaction.</li> <li>● What chemical symbols for compounds and elements mean</li> <li>● Mixtures can be easily separated by a variety of methods, and do not have specific melting and boiling points.</li> </ul>	<p>Preparation: Each half term students are provided with a Preparation booklet based on the unit that they are studying. The teacher will divide the task into chunks for students to complete on a fortnightly basis.</p> <p>Other assessments: end of unit test.</p>
<p><b>Autumn 2:</b></p> <p>2. Live &amp; Kicking</p>	<p>Themes based around doctors and disease. Content: Digestion and digestive enzymes, nutrition, breathing and the lungs, disease.</p> <p>Students will learn to:</p> <ul style="list-style-type: none"> <li>● Explain the digestive system and the enzymes involved</li> </ul>	<p>Preparation: Each half term students are provided with a Preparation booklet based on the unit that they are studying. The teacher will divide the</p>

	<ul style="list-style-type: none"> <li>• Explain how the lungs work and what happens with respiratory disorders</li> <li>• Explain what microbes are and why they can be dangerous.</li> </ul>	task into chunks for students to complete on a fortnightly basis.  Other assessments: end of unit test.
Spring 1:  3. Light, Sound & Energy	<p>Content: What is light? How do we hear sounds? Seeing colours, describing sounds, and energy sources.</p> <p>Students will learn to answer or explain:</p> <ul style="list-style-type: none"> <li>• How does light travel? What happens when light meets an object? Light travels in straight lines and may be reflected, transmitted, absorbed. Objects are transparent, opaque or translucent</li> <li>• How do we see things? How can light be made to change direction? Plane mirrors reflect. Different materials refract light.</li> <li>• What is a spectrum? What makes different coloured lights? White light is a mixture of ‘seven’ different colours</li> <li>• What is noise? What makes sounds? Sound starts as vibrations in materials,</li> <li>• How do sounds travel? Sound cannot travel through a vacuum, sound travels at different speeds in different materials, echoes</li> <li>• Why are some sounds louder than others? Why do some sounds have a higher pitch than others? Amplitude/frequency/pitch, human/animal hearing ranges</li> <li>• What are the dangers of sounds?</li> </ul> <p>Rocks</p> <p>Content: Structure and formation of the earth, different types of rock and the rock cycle.</p> <p>Students will learn to explain the following:</p> <ul style="list-style-type: none"> <li>• The composition and structure of the Earth</li> <li>• Volcanoes and the formation of igneous rocks</li> <li>• Weathering of rocks and fossils</li> <li>• Layering and the formation of sedimentary rocks</li> <li>• The formation of metamorphic rocks</li> <li>• The rock cycle</li> </ul>	Preparation:  Each half term students are provided with a Preparation booklet based on the unit that they are studying. The teacher will divide the task into chunks for students to complete on a fortnightly basis.  Other assessments: End of unit test.
Spring 2:  5. Inheritance	<p>Inheritance:</p> <p>Students will learn to explain:</p> <ul style="list-style-type: none"> <li>• heredity as the process by which genetic information is transmitted from one generation to the next</li> <li>• a simple model of chromosomes, genes and DNA in heredity, including the part played by Watson, Crick,</li> </ul>	Preparation: Each half term students are provided with a Preparation booklet based on the unit that they are studying. The

<p>6. Electricity &amp; Magnetism</p>	<p>Wilkins and Franklin in the development of the DNA model</p> <ul style="list-style-type: none"> <li>• differences between species</li> <li>• the variation between individuals within a species being continuous or discontinuous, to include measurement and graphical representation of variation</li> <li>• the variation between species and between individuals of the same species means some organisms compete more successfully, which can drive natural selection</li> <li>• changes in the environment may leave individuals within a species, and some entire species, less well adapted to compete successfully and reproduce, which in turn may lead to extinction</li> <li>• the importance of maintaining biodiversity and the use of gene banks to preserve hereditary material.</li> </ul> <p>Electricity: Different types of circuit, static, electromagnets.</p> <p>Students will learn to:</p> <ul style="list-style-type: none"> <li>• describe how electric charge flows in a circuit and describe a model that explains the ideas of voltage and current.</li> <li>• describe how electricity can be generated using chemicals</li> <li>• describe some energy transfers involving electricity and say how these can be useful</li> <li>• describe the magnetic field around a bar magnet and say what materials are attracted to a magnet</li> <li>• describe how to construct an electromagnet</li> <li>• plan and carry out an investigation</li> </ul>	<p>teacher will divide the task into chunks for students to complete on a fortnightly basis.</p> <p>Other assessments: End of unit test.</p>
<p>Summer 1: 7. Forces, Speed &amp; Space</p>	<p>Students will learn to answer/ explain the following:</p> <ul style="list-style-type: none"> <li>• What different forces are there? What can forces do?</li> <li>• What is the effect of balanced and unbalanced forces on an object?</li> <li>• How does weight affect the extension of a spring?</li> <li>• How can we calculate speed? How does friction affect the speed of objects?</li> <li>• What is pressure? How can the pressures on solids be calculated? How does the pressure change in a liquid?</li> <li>• How can a force produce a turning effect? Levers in everyday life. How do we know when an object is balanced? Calculating moments.</li> <li>• What is the difference between weight and mass? What is gravity? How does weight vary with gravitational field strength?</li> <li>• Why do we have days, months, years and seasons?</li> </ul> <p>Students will learn to explain the following:</p> <ul style="list-style-type: none"> <li>• Explain that H<sub>2</sub>O &amp; CO<sub>2</sub> are raw ingredients for photosynthesis and that plants do not get their food from the soil.</li> <li>• Identify that CO<sub>2</sub> is obtained from the air, water and</li> </ul>	<p>Preparation:</p> <p>Each half term students are provided with a Preparation booklet based on the unit that they are studying. The teacher will divide the task into chunks for students to complete on a fortnightly basis.</p> <p>Other assessments: End of unit test.</p>
<p>8. Ecological relationships &amp;</p>		

Plants	light as source of energy for photosynthesis and describe how plants can grow in water alone <ul style="list-style-type: none"> <li>● Explain how photosynthesis produces biomass &amp; explain the principle of hydroponics</li> </ul>	
Summer 2:  9. Metals	Students will learn to: <ul style="list-style-type: none"> <li>● Describe the test for hydrogen and recall that different types of acid make different types of salt</li> <li>● Write word and symbol equations for metals reacting with acids</li> <li>● Make salts</li> <li>● Explain metal reactivity</li> <li>● Explain what displacement reactions are</li> <li>● Explain what combustion is</li> <li>● Describe endothermic and exothermic reactions</li> </ul>	Preparation: Each half term students are provided with a Preparation booklet based on the unit that they are studying. The teacher will divide the task into chunks for students to complete on a fortnightly basis.  Other assessments: end of unit test.
<p><b>Suggestions for independent study and home support</b></p> <ul style="list-style-type: none"> <li>● Use websites such as BBC Bitesize to revise the scientific topics covered and carry out short tests (test bites)</li> <li>● Visit the Natural History museum or Science museum in London</li> <li>● Go to the library and get a book out on the key topic</li> <li>● With appropriate supervision use science kits to explore the topic further</li> </ul>		
<p><b>KEY SKILLS:</b></p>		
Literacy: (keywords) <a href="http://www.freezeray.com/scienceLiteracy.htm">http://www.freezeray.com/scienceLiteracy.htm</a>	Numeracy:	Other:

Term	Modules	Classes
Autumn	1. Atoms, elements, compounds and mixtures 2. Live & Kicking	8CCA, 8SDA 8AKR 8FWR, 8ABR,
	1. Live & Kicking 2. Atoms, elements, compounds and mixtures	8LRT, 8GDT, 8TWE, 8LTE, 8SBT,
<b>SPRING &amp; SUMMER TERMS</b> Order of teaching		
1. Light, Sound & Energy 2. Rocks 3. Inheritance 4. Electricity & Magnetism 5. Ecological relationships & Plants 6. Forces, Speed & Space 7. Metals		8LRT, 8GDT, 8TWE, 8LTE
1. Rocks 2. Light, Sound & Energy 3. Inheritance 4. Metals 5. Electricity & Magnetism 6. Ecological relationships & Plants 7. Forces, Speed & Space		8SBT,
1. Ecological relationships & Plants 2. Electricity & Magnetism 3. Rocks 4. Inheritance 5. Light, Sound & Energy 6. Metals 7. Forces, Speed & Space		8CCA, 8SDA
1. Inheritance 2. Light, Sound & Energy 3. Metals 4. Forces, Speed & Space 5. Ecological relationships & Plants 6. Rocks 7. Electricity & Magnetism		8AKR 8FWR,
1. Electricity & Magnetism 2. Rocks 3. Inheritance 4. Light, Sound & Energy 5. Metals 6. Ecological relationships & Plants 7. Forces, Speed & Space		8ABR,

## Year 8 Spanish

Key topics	Course content	Assessment
<p>Most students choose one language to study in Year 8.</p> <p>Some students are dual linguists and will study two languages.</p> <p>Autumn 1: En casa (house and home)</p>	<p>Describing where you live, talking about your home. Writing a longer passage about your home and adding in extra details using the FUNKY FIVE.</p> <p>Talking about activities you do in your house (using the present tense, regular and irregular verbs).</p> <p>Describing your bedroom, using prepositions.</p> <p>Talking about your daily routine and using reflexive verbs.</p>	<p>Preparation: learning Preparation (i.e. for vocabulary tests), cultural projects, written Preparation, preparing for assessments, online self-marking activities and games.</p> <p>Set every: week.</p> <p>Other assessments: reading and speaking</p>
<p>Autumn 2: Mi tiempo libre (free time and hobbies)</p>	<p>Saying what you do in your free time and using ‘salir’, ‘ir’ and ‘hacer’ (irregular present tense).</p> <p>Telling the time.</p> <p>Talking about sports and giving opinions to say what you like to do in free time (using opinion phrase + infinitive).</p> <p>Saying what you’re going to do (using ‘ir’ + infinitive) to form future tense.</p>	<p>Preparation: learning Preparation (i.e. for vocabulary tests), cultural projects, written Preparation, preparing for assessments, online self-marking activities and games.</p> <p>Other assessments: writing and listening</p>
<p>Spring 1: En la ciudad (town and local area)</p>	<p>Saying what your town is like and comparing towns and cities using comparatives.</p> <p>Asking for and giving directions.</p> <p>Making and responding to invitations and using ‘querer’ (to want).</p> <p>Talking about the weather and using ‘cuando’ to connect activities with weather phrases.</p> <p>Using two tenses together and saying what you do in town.</p>	<p>Preparation: learning Preparation (i.e. for vocabulary tests), cultural projects, written Preparation, preparing for assessments, online self-marking activities and games.</p> <p>Other assessments: reading and speaking</p>
<p>Spring 2: La comida</p>	<p>Talking about mealtimes and using time expressions.</p> <p>Shopping for food and using numbers up to 1000.</p> <p>Eating in a restaurant, understanding the difference between tú and usted.</p> <p>Talking about a past meal and using the preterite of -er and -ir verbs.</p>	<p>Preparation: learning Preparation (i.e. for vocabulary tests), cultural projects, written Preparation, preparing for assessments, online self-marking activities and games.</p> <p>Other assessments: writing and listening.</p>

<p>Summer 1:</p> <p>De moda (fashion)</p>	<p>Talking about clothes and colour adjectival agreement.</p> <p>Talking about school uniform and using comparatives and superlatives.</p> <p>Talking about a trip to Argentina and using the present and near future tense.</p> <p>Talking about different types of shops and using 'se puede' to explain what can be bought there.</p>	<p>Preparation: learning Preparation (i.e. for vocabulary tests), cultural projects, written Preparation, preparing for assessments, online self-marking activities and games.</p> <p>Other assessments: Speaking and Reading.</p>
<p>Summer 2:</p> <p>Mis vacaciones (holidays)</p>	<p>Describing past holidays and using the preterite of 'ser' and 'ir'. Saying what you did on holiday and using preterite of -ar verbs.</p> <p>Expressing opinions of past events.</p> <p>Learning more about Spanish speaking destinations.</p>	<p>Preparation: learning Preparation (i.e. for vocabulary tests), cultural projects, written Preparation, preparing for assessments, online self-marking activities and games.</p> <p>Other assessments: Writing and Listening</p>

Suggestions for independent study and home support:

The Languages Department subscribes to various online self-marking resources for students from Year 7-11. These include Linguascope and languagesonline. The students will receive passwords and usernames every year. A fantastic free App is also available to anyone called 'Duolingo'.

#### KEY SKILLS:

<p>Literacy: (keyword link) Please refer to the vocab. list on the AQA website: <a href="http://www.aqa.org.uk/subjects/languages/gcse/spanish-8698/subject-content/vocabulary">http://www.aqa.org.uk/subjects/languages/gcse/spanish-8698/subject-content/vocabulary</a></p>	<p>Numeracy:</p> <p>Interpreting data from class surveys</p> <p>Presenting data in various formats</p> <p>Use of numbers, dates, times.</p> <p>Spotting patterns and deciphering language 'codes' and logical grammatical patterns.</p> <p>Working out percentages from test results</p> <p>Talking about pocket money, careers and budgeting.</p>	<p>Other:</p>
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