



*This guide provides an overview of the curriculum content
for students in Year 8*

♦ English	♦ Religious Studies
♦ Maths	♦ Personal Development (PD)
♦ Science	♦ Physical Education (PE)
♦ Geography	♦ Art
♦ History	♦ Drama
♦ Computer Science	♦ Design Technology (DT)
♦ Spanish	♦ Music

ENGLISH

What is being taught this year:

AUTUMN TERM

Half Term 1

Duty and Protest Poetry Reading

Students revise knowledge of poetic devices taught in Year 7 and will deepen their understanding of how writers use language, structure, form and methods for effect.

Students will be able to apply and practise their analysis to a wider range of poetry again using the PEACRL form. They will continue to develop confidence reading and understanding ideas and themes from a wider variety of poets and voices than in Year 7. This wider range of voices exposes students to a wider range of contexts in which they can consider the poems. Students are encouraged to select judicious evidence to support their ideas and to develop a strong voice when critiquing the poetry.

The thematic unit of 'duty and protest' links to the power and conflict themes taught in the GCSE Literature poetry unit.

Half Term 2

Rebellion Prose: 'Animal Farm' Reading

Linking from the previous poetry unit, students apply their contextual knowledge to the allegorical novella, *Animal Farm*. This knowledge informs their analysis and creates consistently developed responses. In line with the national curriculum, this is the second text that is studied in depth.

This unit prepares students to practise and aim for proficiency in their ability to create developed points and write analytically and fluently on themes and characters across an entire text.

The allegorical form prepares students for the allegorical and social precepts of Dickens's 'A Christmas Carol' and the social injustices and exploitation of power explored in the text will prepare students with many of the concepts and vocabulary that will be useful for all their GCSE Literature texts.

SPRING TERM

Half Term 3

Adventures and Discoveries Non-fiction extracts Writing

This unit provides the space to develop students' aptitude to write clearly for a variety of purposes and in a variety of forms. This unit puts a spotlight on SPAG to revise and secure a strong command of sentence forms and punctuation. Like the autobiographical writing in Year 7, students use the non-fiction gobbets on travelling, adventure and discoveries to inspire and shape their own writing.

This unit looks towards the criteria needed for a successful English Language GCSE Paper 2 (non-fiction) written response and puts an onus on using increasingly sophisticated vocabulary with coherent paragraph sequencing supported with integrated discourse markers. The most successful students will be able to use their rhetorical skills for effect to produce convincing delightful written responses.

Half Term 4

The Gothic Prose: 19th Century extracts Writing

After the intensive spotlight on grammar and sentences of the last unit, this writing unit shifts the purpose from non-fiction writing to fictive writing with a focus on creating vivid settings and convincing character descriptions using the tropes and conventions of the gothic genre.

Students are given the opportunity to write creatively using a range of punctuation with accuracy and with an awareness of using language, sentences and form to create an effect. They can refer to the detective fiction writing covered in Year 7 which links to this unit, but at this point students' vocabulary should be more sophisticated and their exposure to a range of texts should allow students to be more creative with their exploration of form and application of method.

SUMMER TERM

Half Term 5 / Half Term 6

Shakespeare Drama: 'The Tempest' Reading/writing/drama

Similar to Year 7, the end of the Year 8 finishes with a multi-disciplinary study of the canonical playwright Shakespeare satisfying the expectations of the national curriculum.

Students will revise writing, reading, analytical and evaluative skills throughout this unit. To deepen the challenge, using the knowledge established from the previous Shakespeare play in studied in Year 7, students consider how the play straddles both the comic and the tragic genre. Genre is important to our KS4/KS5 literature curriculum.

Similar to previous literary texts studied in KS3, the unit considers themes of power and relationships and students will analyse how characters are presented and developed.

This unit will prepare students for their transition to KS4.

MATHS

What is being taught this year:

AUTUMN TERM

Half Term 1

We revisit the number and algebra topics from Year 7, whilst aiming to recap the basic skills that were learnt and build fluency, before studying each topic to a greater depth, thus improving understanding and providing the opportunity to tackle more challenging concepts such as algebraic fractions.

Content:

- ◆ Calculations & negative numbers.
- ◆ Powers, roots & BIRDMAS (extension to surds).
- ◆ Collecting like terms.
- ◆ Algebraic index laws.
- ◆ Expanding brackets & factorising (extension to expanding triple brackets and algebraic fractions).
- ◆ Substitution.
- ◆ Solving linear equations.
- ◆ Decimals (extension to recurring decimals).
- ◆ Units of measure.
- ◆ Rounding and estimation.
- ◆ Numerical index laws.

Half Term 2

We revisit the essential number skills of fractions, percentages, ratio and proportion, whilst extending to more complex topics which also start to bring in algebra skills, such as algebraic proportion. Pupils will also start to look at more complex ideas within probability such as conditional probability.

Content:

- ◆ Factors, multiples and primes.
- ◆ Fractions.
- ◆ Percentages (extension to reverse & compound percentages).
- ◆ Converting between fractions, decimals and percentages.
- ◆ Ratio.
- ◆ Proportion (extension to algebraic proportion).
- ◆ Probability (extension to conditional probability & algebraic probability).

SPRING TERM

Half Term 3

We revisit the algebra topics such as inequalities and equations that were first met in Year 7. Pupils will recap the basic skills, before deepening their understanding by applying them to more challenging topics such as quadratic simultaneous equations.

Content:

- ◆ Quadratic equations.
- ◆ Inequalities (extension to quadratic inequalities).
- ◆ Sequences (extension to quadratic sequences).
- ◆ Simultaneous equations (extension to quadratic simultaneous equations).
- ◆ Standard form.
- ◆ Coordinates & plotting graphs (extension to solving simultaneous equations graphically).

Half Term 4

We revisit the geometry topics which were first met in Year 7. The emphasis is on building on the basic skills and formulae that were learnt, whilst bringing in more complex concepts such as algebra, and linking back to solving equations formed from geometric problems.

Content:

- ◆ Straight line graphs (extension to parallel and perpendicular lines).
- ◆ Perimeter.
- ◆ Area.
- ◆ Circles (extension to arcs and sectors).
- ◆ Surface area & volume (extension to compound solids and frustums).
- ◆ Angles & polygons.

SUMMER TERM

Half Term 5

Pupils' data skills are honed further by revisiting topics first met in Year 7 and recapping them, before extending them to more complex situations such as histograms and cumulative frequency graphs. Similarly, the topics of Pythagoras' Theorem and Trigonometry are now extended to 3D scenarios and non-right-angled triangles.

Content:

- ◆ Compound measures (speed, density, pressure).
- ◆ Data collection & sampling.
- ◆ Averages.
- ◆ Frequency tables.
- ◆ Charts (extension to histograms cumulative frequency graphs).
- ◆ Pie charts.
- ◆ Pythagoras (extension to 3D).
- ◆ Trigonometry (extension to 3D, sine & cosine rules).

Half Term 6

We revisit the topics studied at the end of Year 7, but start to apply them to more complex situations, building on the 3D work that was introduced last half term for example by studying similarity in 3D objects.

Content:

- ◆ Transformations.
- ◆ Similarity & congruence (extension to 3D objects).
- ◆ Plans & elevations.
- ◆ Constructions & loci.
- ◆ Bearings (extension to include trigonometry).
- ◆ Real-life graphs.
- ◆ Distance/velocity-time graphs.
- ◆ Vectors (extension to 2D problems).

SCIENCE

What is being taught this year:

AUTUMN TERM

Half Term 1

Biology

In the first half term, students will start with Organ Systems, which builds on prior knowledge of KS2 and Year 7. The understanding of cells and how they are adapted for a particular role is crucial for building a strong foundation for scientific understanding. This will help students access Biology Topic 1 in GCSE 9-1 in later years.

Topics Covered

- ◆ Cells and Organisation
- ◆ Respiration
- ◆ Gas Exchange Systems
- ◆ Reproduction
- ◆ Nutrition & Digestion
- ◆ Circulatory System

Half Term 2

Physics

This half term, students move onto Energy, which is new content. Students will build an understanding of the fundamental components in this topic. Students revisit and build on these ideas at GCSE, allowing them to deepen their understanding of the concepts. This opportunity is used to also address misconceptions so that incorrect ideas are not carried forward. This will support students with Physics Topic 3 in GCSE 9-1 in following years.

Topics covered

- ◆ Conduction, Convection and Radiation
- ◆ Energy stores
- ◆ Energy transfers
- ◆ Non-renewable energy resources
- ◆ Renewable energy resources

SPRING TERM

Half Term 3

Chemistry

This half term, students move onto Chemical Reactions. This topic develops the students' understanding of atoms and the periodic table, first covered in year 7. Prior knowledge is built on in order to demonstrate how atoms interact. This is followed by an introduction to acids and alkalis so that students have a strong understanding of equations before expanding their understanding for neutralisation. This will help students with Chemistry Topic 3 in GCSE 9-1.

Topics covered:

- ◆ Chemical and Physical changes
- ◆ Atoms, molecules and balancing equations
- ◆ Acids and Alkalis
- ◆ Neutralisation

Half Term 4

Biology

This half term, students study the topic of Genetics. They start by developing their understanding of a specific cell component, the nucleus. This is built on to teach students how cells are able to contain the information needed for life. Students learn about basic inheritance rules, allowing them to further their understanding of evolution and inheritance as taught in KS2. This will prepare them for Biology Topic 4 in GCSE 9-1, where they will further build on these ideas.

Topics Covered:

- ◆ Structure of DNA
- ◆ History of DNA
- ◆ Inheritance
- ◆ Mutations
- ◆ Variation
- ◆ Natural selection

SUMMER TERM

Half Term 5

Chemistry

In this half term, the students return to Chemistry and study Changes in the Atmosphere. The students are taught changes in the atmosphere and the effects of this on the planet. This opportunity is used to show students the impact that human activity can have on the environment through the use of fossil fuels. This allows students to re-evaluate their energy choices and how they can help. It also prepares students for Chemistry Topic 8 in GCSE 9-1.

Topics covered

- ◆ The early atmosphere
- ◆ The modern atmosphere
- ◆ The changing atmosphere
- ◆ Greenhouse effect
- ◆ Complete and incomplete combustion

Half Term 6

Physics

In this term, students return to Physics and study Forces. Here they start with basic principles of motion and forces, specifically an introductory understanding of Newton's laws. These ideas are introduced in Year 8 so students can build on and deepen their understanding of components originally introduced during the teaching of Forces in KS2. This will also help them prepare for Physics Topic 2 in GCSE 9-1.

Topics Covered

- ◆ Speed, distance and time
- ◆ Newton's first Law
- ◆ Forces
- ◆ Friction
- ◆ Pressure

GEOGRAPHY

What is being taught this year:

AUTUMN TERM

Half Term 1

Hazardous Earth

Students will develop a global view of plate tectonics and the localised events that occur on these boundaries. As well as, a greater understanding of the interacting human and physical world through exploring the impacts of earthquakes and volcanic eruptions with named case studies.

Skills

- ◆ Interpret photographs and diagrams
- ◆ Interpret geological timescales
- ◆ Interpret and analyse geographical sources to reach judgements and conclusions

Links to National Curriculum:

- ◆ Physical geography relating to geological timescales and plate tectonics.
- ◆ Human activity determining outcomes of physical events.
- ◆ Geographical theories (Theory of plate tectonics).

Half Term 2

Population Pressures (Part 1)

The topic aims to broaden pupils understanding of the challenges facing the UK as a result of urbanisation and population increase. The topic is split into two units in order to compare and contrast the challenges and solutions in London with a city in a developing country.

Assessment

Pupils will complete an assessment with an opportunity for extended writing, covering Hazardous Earth and unit 1 of Population Pressures.

Skills

- ◆ Interpret and analyse geographical sources to reach judgements and conclusions
- ◆ Interpret graphs and population statistics
- ◆ Calculate percentage increase and calculate net migration

Links to National Curriculum:

- ◆ Population and urbanisation in countries of contrasting development levels
- ◆ International development
- ◆ Human geography of a region within Africa and Europe.

SPRING TERM

Half Term 3

Population Pressures (Part 2)

By contrasting urban processes and challenges in London with Lagos in Nigeria, pupils will develop an understanding of why different cities are urbanising at different rates and that the impacts of this differ depending on location in the world.

Skills

- ◆ Interpret and analyse geographical sources to reach judgements and conclusions
- ◆ Interpret graphs and population statistics
- ◆ Calculate percentage increase and calculate net migration

Links to National Curriculum:

- ◆ Population and urbanisation in countries of contrasting development levels
- ◆ International development
- ◆ Human geography of a region within Africa and Europe.

Half Term 4

Resource Challenges

Through focusing on the uses and challenges of natural resources (minerals, food, water and energy) pupils develop an understanding of the impacts of international supply chains and resource extraction on people and the environment.

Assessment

Pupils will complete an assessment with an opportunity for extended writing, covering Population Pressures and Resource Challenges

Skills

- ◆ Interpret and analyse geographical sources including maps, satellite images and contemporary current affairs to reach judgements and conclusions supported by evidence

Links to National Curriculum

- ◆ The use of natural resources and how their extraction can create challenges for people and the environment
- ◆ Spatial scales and temporal scales of resources and how they have changed globally.

SUMMER TERM

Half Term 5

Global Superpowers

In this topic, students will explore the role of 'superpowers' over time and the rise of powerful nations. Students will develop a global view of power and how it constantly evolves and changes based on historical, physical and contemporary issues. This topic will provide students the opportunity to study the BRIC countries and their role in today's global world as well as reach a judgement on what countries exist as superpowers today.

Skills

- ◆ Analyse and interpret data, maps, and articles to determine the hard and soft power of countries with superpower potential.
- ◆ Have an awareness of changing superpowers overtime from a bipolar to multipolar world.

Links to National Curriculum

- ◆ Study of China and Russia.
- ◆ Interdependence of human and physical geography.
- ◆ Economic sectors and trade.

Half Term 6

Fieldwork Investigation

Pupils will follow the geographical enquiry process to investigate changes in microclimate around the school site. Pupils will plan the investigation, collect and analyse data to reach and evaluate conclusions supported by evidence.

Assessment

Pupils will complete an assessment with an opportunity for extended writing. This will be designed to assess pupils' ability to apply their understanding to new contexts in both human and physical geography.

Skills

- ◆ Using and recording data accurately.
- ◆ Analysis and evaluation of primary and secondary data.
- ◆ Using geographical equipment

Links to National Curriculum

- ◆ Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes.

HISTORY

What is being taught this year:

THEME 1: Britain's connections to, and contact with, the wider world

THEME 2: The power, priorities and expectations of leaders in Britain and beyond

THEME 3: Europe's changing position in the wider world

THEME 4: Changes to people's values, ideas and belief systems

AUTUMN TERM

Half Term 1

Enquiry Question 15: What kinds of change did Londoners see living in the 17th century?

Themes: 1, 2, 4

Disciplinary focus: Change and continuity

Enquiry Question 16: How did African Kingdoms become connected with the wider world?

Themes: 1, 2, 3

Disciplinary focus: N/A

Enquiry Question 17: How should the story of transatlantic slavery be told?

Themes: 1, 2, 3, 4

Disciplinary focus: Historical narrative

Half Term 2

Enquiry Question 17 continues...

Enquiry Question 18: How 'Victorian' were the Victorians?

Themes: 1, 2, 4

Disciplinary focus: Similarity and difference

Enquiry Question 19: What was British colonialism like in the nineteenth century?

Themes: 1, 2, 3

Disciplinary focus: Similarity and difference

SPRING TERM

Half Term 3

Enquiry Question 19 continues...

Enquiry Question 20: How quickly were British people given the right to vote?

Themes: 2, 4

Disciplinary focus: Change and continuity

Enquiry Question 21: Why are there different histories of the First World War?

Themes: 1, 3, 4

Disciplinary focus: Historical interpretations

Half Term 4

Enquiry Question 22: The Russian Revolution

Themes: 1, 2, 4

Disciplinary focus: Evidential understanding

Enquiry Question 23: Why did Britain enter another world war in 1939?

Themes: 1, 2, 3, 4

Disciplinary focus: Causation

SUMMER TERM

Half Term 5

Enquiry Question 24: How did the experiences of European Jews change from 1933 to 1945?

Themes: 2, 4

Disciplinary focus: Change and continuity

Enquiry Question 25: How did India achieve independence in 1947?

Themes: 1, 2, 4

Disciplinary focus: Causation

Half Term 6

Enquiry Question 26: Who were the British in the Twentieth Century?

Themes: 1, 2, 4

Disciplinary focus: Similarity and Difference

Enquiry Question 27: What does Stokely Carmichael's story reveal about resistance to racism in the United States?

Themes: 1, 2, 4

Disciplinary focus: Significance

COMPUTER SCIENCE

What is being taught this year:

AUTUMN TERM

Half Term 1

WHTC Applications

In Year 8, Autumn 1, students build on their understanding of essential WHTC applications, including email communication, file management, and MS Word. They explore more in-depth topics such as compressed files, file extensions, folder organization, and data security.

Students also strengthen their skills in the MS Office suite by learning advanced techniques, including formatting documents, using templates, creating tables, inserting images, and applying styles to produce professional-quality work.

AUTUMN TERM

Half Term 2

Computational Thinking and Algorithms

Students engage in hands-on projects that develop their computational thinking skills, including abstraction, decomposition, pattern recognition, and algorithmic thinking.

They explore how modelling can represent real-world systems or situations by focusing on the essential aspects for a specific purpose while ignoring unnecessary details.

Students also learn to create key algorithms through sorting and searching activities, including Linear and Binary search algorithms. These concepts are reinforced through unplugged activities, allowing students to demonstrate how they design solutions using different sorting and searching methods.

SPRING TERM

Half Term 3

Computational Thinking and Algorithms - cont.

Students engage in hands-on projects that develop their computational thinking skills, including abstraction, decomposition, pattern recognition, and algorithmic thinking.

They explore how modelling can represent real-world systems or situations by focusing on the essential aspects for a specific purpose while ignoring unnecessary details.

Students also learn to create key algorithms through sorting and searching activities, including Linear and Binary search algorithms. These concepts are reinforced through unplugged activities, allowing students to demonstrate how they design solutions using different sorting and searching methods.

SPRING TERM

Half Term 4

Data Representation (Logic and Units)

This topic conveys essential knowledge relating to binary representations. The activities gradually introduce students to binary digits and how they can be used to represent text and numbers. The concepts are linked to practical applications and problems that the students are familiar with.

Students experiment with creating and manipulating bitmaps using image-editing programs and complete hand drawn designs of their own BITMAP images.

Students learn about image file types and how JPEG images use compression techniques to make smaller files at the expense of some of the finer detail captured in the original bitmap.

SUMMER TERM

Half Term 5 / Half Term 6

Writing Algorithms/ Programming

Students will become confident and discerning users of technology, selecting, using and combining applications. Students undertake creative programming projects using python turtle, where students will practice programming structures and concepts such as Variables, Integer, Input/Output, Print, Boolean, While Loops and If/Else Statements.

SPANISH

What is being taught this year:

AUTUMN TERM

Half Term 1

Productive skills: Students build on their knowledge and skills from Year 7 so that they are able to describe themselves and their family members using more complex language and structures. They learn how to describe their relationships with their family members using reflexive verbs in the present tense.

Receptive skills: teachers ensure that students have sufficient practice of all receptive-skill questions over the course of their Year 8 studies.

Half Term 2

Productive skills: Students revisit the present tense and key structures from this time frame so that they are able to describe more confidently and give their opinion on different aspects of school. Towards the end of this half term, students revisit how to form the immediate future tense so that they can write and talk about their educational plans and career aspirations in greater detail.

Receptive skills: teachers ensure that students have sufficient practice of all receptive-skill questions over the course of their Year 8 studies.

SPRING TERM

Half Term 3

Productive skills: Students revisit the present tense and key structures from this time frame so that they are able to write and talk about what they usually do during their holidays. They then revisit how to form the preterite (past) tense so that they can write and talk about what they did during a past holiday.

Receptive skills: teachers ensure that students have sufficient practice of all receptive-skill questions over the course of their Year 8 studies.

Half Term 4

Productive skills: Students build on their cultural knowledge of the Spanish capital as they learn about a number of Spanish customs and festivals. They use the 'they' form of the present tense in order to describe some key differences between the way in which Spanish and British people live. Students revisit the future and conditional time frames to talk about a festival they would like to attend.

Receptive skills: teachers ensure that students have sufficient practice of all receptive-skill questions over the course of their Year 8 studies.

SUMMER TERM

Half Term 5

Productive skills: Students revisit both the present and preterite (past) tense within the context of technology and free time. They learn how to write and talk confidently about their use of technology, what they watch on television and their food preferences.

Receptive skills: teachers ensure that students have sufficient practice of all receptive-skill questions over the course of their Year 8 studies.

Half Term 6

Productive skills: In the first half of Summer 2, students revisit all previously-seen topics and tenses to prepare for their final assessments. In the second half, students complete a project on the film 'Coco'.

Receptive skills: teachers ensure that students have sufficient practice of all receptive-skill questions over the course of their Year 8 studies.

RELIGIOUS STUDIES

What is being taught this year:

AUTUMN TERM

Half Term 1

Hinduism

Students begin their exploration of Eastern worldviews with the study of Hinduism.

Students learn about and discuss key beliefs about Brahman, atman, and life after death, before considering the impact of these beliefs on Hindus today, and the impact of Mahatma Gandhi.

This unit equips students with religious terminology needed for the next two units.

Half Term 2

Buddhism

Students learn about central Buddhist teachings such as the three marks of existence, the four noble truths and the noble eightfold path, analysing the relevance of these teachings for life in modern society.

Students learn about the figure of Siddhartha Gautama and divergent views about his significance for Buddhists today.

SPRING TERM

Half Term 3

Sikhism

Students continue their study of Eastern worldviews with Sikhism, learning about the ten gurus and the life of Guru Nanak specifically.

Students learn about the establishment of the khalsa, and consider what it means for Sikhs to be part of the khalsa today, including the implications of carrying the five Ks.

Students learn about the importance of sewa and langar.

Half Term 4

Philosophy

Students explore non-theistic worldviews, including Humanism, as well as philosophical approaches to cosmological and metaphysical questions, including the teleological argument, as well as the problem of evil and theodicies offered by Christian theology.

Students learn to communicate their own views clearly and concisely.

SUMMER TERM

Half Term 5

GCSE: Islam beliefs and teachings

Students learn about the key beliefs and teachings of Islam, including tawhid, prophethood, angels, beliefs about life after death, the Qur'an; students analyse scripture in reference to these beliefs.

Students consider the influence of these beliefs on religious communities, and analyse the importance of religious beliefs for believers today.

Half Term 6

GCSE: Islam practices

Students learn about a range of Islamic practices including the Five Pillars of Islam, jihad, and festivals.

Students explore the divergent ways these practices are carried out by different religious communities, as well as their significance for Muslims today.

PERSONAL DEVELOPMENT

What is being taught this year:

AUTUMN TERM

Half Term 1

Students begin with a short series of lessons on character development, revisiting learning about the importance of taking responsibility for actions and the importance of mutual respect and tolerance.

Students deepen their understanding of living a healthy lifestyle and learn specifically about the impact of exercise on health. Students also learn about the dangers of alcohol and tobacco and the law and risks surrounding illegal drugs.

Students also revisit mental health and wellbeing, focusing specifically on the law surrounding mental health in the UK and the impact of grief and loss on individuals. In each of these topics, students learn how to practically apply their understanding to their own lives in order to make healthy choices.

Half Term 2

Students draw upon their existing understanding of physical health and wellbeing, as well as the learning they have developed in science, to learn about the key facts and features of puberty, menstrual health, and gender identity.

Students know how male and female bodies change, as well as the emotional changes young people go through. By applying their existing understanding of mental and physical health, students can identify the changes adolescents experience during puberty, and can predict the impact these changes will have on all aspects of health and wellbeing.

Students will also address the topic of sexuality and gender identity to understand how these may impact not only their changing physical bodies but also their sense of self and identity.

SPRING TERM

Half Term 3

Students learn about the facts surrounding safe sex, including contraception, STIs, pregnancy and childbirth.

Students discuss these important topics in a mature way, developing a clear understanding of right and wrong and building thoughtful opinions where appropriate.

The sequencing of this unit has been carefully considered to ensure that the content and delivery is age appropriate.

Students will explore the law in relation to adaption and abortion.

Half Term 4

In this term, students will explore the concept of consent and the law.

They will develop an understanding of the impact when consent is ignored and explore the issue of sexual harassment.

Students will learn how to approach situations where they witness negative behaviour. They will also investigate the impact of culture on the understanding of consent and how peer pressure can influence individuals.

SUMMER TERM

Half Term 5

The term will start with understanding the impact of prejudice and discrimination.

Students will explore examples of these through discussions on gender roles and stereotypes. They will also learn how online groups can influence attitudes and behaviours.

Students deepen the Citizenship knowledge acquired so far in Year 7, learning about the structure of parliament and the government in the UK, the role of the media and free press, and the role of the UK in key international organisations.

Half Term 6

In the final term, students will consolidate their understanding of current issues from the previous term and further develop their awareness of how social change can be brought about.

Students engage in careers and economic education during this half term, building on their pre-existing knowledge when learning about the financial responsibilities of adults in the UK, as well as the need for loans.

Students return to the topic of budgeting, considering the relationship between budgets and careers. Students consider the qualifications and skills required for various careers, and the different types of degrees and apprenticeships available in both the UK and abroad.

PHYSICAL EDUCATION - CORE PE

What is being taught this year:

AUTUMN TERM

Half Term 1

Students take part in athletics and volleyball lessons. In athletics lessons, students build on their prior knowledge from Year 7 to refine and further develop the skills required in sprinting, long-distance running, performing the relay, jumping and throwing.

Similarly, in volleyball lessons, students deepen their understanding from Year 7 and extend their skillset for the serve, the dig and a variety of shots before learning how to defend and outwit opponents with greater skill.

Half Term 2

Students take part in basketball lessons. In these lessons, students build on their prior knowledge from Year 7 so that they are able to dribble, pass, shoot and defend more effectively. They also learn how to perform simple set plays.

SPRING TERM

Half Term 3

Students take part in handball lessons in which students develop the skills they learned in Year 7 so that they can perform with greater accuracy, speed and control.

Half Term 4

Students take part in cricket and football lessons. In cricket lessons, students develop their prior skillset from Year 7 so that they are able to catch, field, batt and bowl more effectively in game situations.

In football lessons, students build on their prior knowledge from Year 7 so that they are able to pass, dribble and shoot with greater control.

SUMMER TERM

Half Term 5

Students take part in rounders lessons, where they incorporate throwing and catching skills within a variety of practices. Batting, bowling and fielding are also demonstrated in small sided activities where there are multiple opportunities for success.

Half Term 6

Students take part in a range of different team-based activities known as Summer Games. Each student is categorised into differentiated teams with a particular theme for that year (e.g. World Cup, Euros, Olympic games).

Teams compete over 6 lessons to earn points for their country using an array of teamwork and communication skills to overcome challenges.

ART

What is being taught this year:

Art: Portraiture

This project develops students drawing skills, focusing specifically on control, accuracy, tone and proportions. Students will use knowledge gained in Year 7 to practice and begin to master drawing the facial features and facial proportions accurately. Through this student's will study the human face closely, through investigation into relevant portraiture artists, students will broaden their understanding of the purpose of portraiture and develop skills which will allow them to more accurately portray the human face with a range of different styles and materials.

Technical drawing skills:

- | | | | |
|-------------------------------------|----------------------|------------------|-----------------------|
| 1. Drawing eyes | 4. Gridded drawing | 7. Biro & pencil | 10. Toning techniques |
| 2. Drawing noses and mouths | 5. Abstract portrait | 8. Oil pastels | 11. Coloured pencil |
| 3. Understanding facial proportions | 6. Watercolour | 9. Acrylic | 12. Final piece |

DRAMA

What is being taught this year:

AUTUMN TERM

Half Term 1

AW1:

In English, students will revisit poetry through the study of the Duty and Protest Anthology. Students will further improve their oracy skills by reading a range of poetry aloud. This will build on skills developed in Y7 and further allow students to develop their use of articulation, diction, projection, emphasis and volume which are key vocal techniques students will continue to develop through out KS4.

Half Term 2

AW2:

In Autumn 2, students will read and explore George Orwell's 'Animal Farm'. Building on their knowledge of vocal skills, pupils will employ these skills for effect whilst reading key speeches in 'Animal Farm' (e.g. Old Major). In addition, pupils will be exposed to and put into practice a range of physical skills (such as gesture) to help enhance these performances.

SPRING TERM

Half Term 3

Spring 1:

In English, pupils will focus on non-fiction texts on the topic of adventure and discovery that will help to inspire their own writing. Students will use a range of drama activities to support in their understanding of these texts, such as embodying the voice of the writer to deepen their understanding of their experience. In addition, pupils will use hot-seating to support this understanding and to gain an insight into the writer's thoughts and fears whilst embarking on these adventures.

Half Term 4

Spring 2:

In Spring 2, students will be studying a range of extracts from the gothic genre, using this writing to help inspire their own creative writing. In order to recreate the atmosphere of the gothic setting, pupils will help to create soundscapes and tableaux to bring the text to life. Furthermore, pupils will use hot-seating to deepen their understanding of key characters, specifically their thoughts and fears evident in the text. In the summer term, students revisit Shakespeare's comedy form through studying 'The Tempest.'

SUMMER TERM

Half Term 5 / Half Term 6

In English, students will study the context of Jacobean England which will be built on in their Year 9 study of 'Macbeth.' Students will build on their analytical skills developed in Y7, and further develop their ability to comment on stage directions and form. Students will build on their comprehension and analysis skills and be able to comment on key characters, themes and also compare these with their previous study of 'A Midsummer Night's Dream.'

Students will develop their live theatre evaluation skills by watching multiple productions of key scenes, allowing them to evaluate the impact of different design and directional choices.

Students' oracy and performance skills will be developed through dramatic monologues, which in turn develops their ability to consider and justify performance choices. Students will further develop their ability to consider character, the purpose of theatre, and the design and directional choices needed to bring a text to life on stage.

DESIGN TECHNOLOGY (DT)

What is being taught this year:

DT: Funny Ugly Monsters

Students will use the knowledge acquired in the Year 7 project 'Tiny House' project to further develop their iterative design skills through the designing, making and evaluating of a product. This project will run alongside a curriculum that teaches students about the social, moral and cultural responsibilities held as a designer. Focusing on specific case studies that explore discrimination and stereotypes of different race and gender within the toy industry. Environmental awareness will be revisited and pupils will broaden their knowledge of sustainability within design throughout their project. Students will be further challenged with their independent researching, designing and evaluating their final outcomes.

Students will achieve these processes of iterative design.

Each project ensures that they: Design -> Make -> Evaluate

Technical skills:

1. Freehand sketching
2. Model Making
3. Cutting, sticking
4. Sewing (whip stitch, cross stitch, back stitch, running stitch and applique techniques)

Knowledge and understanding

- ◆ Understand contextual challenges and how Design and Technology can improve aspects of society. Students become more conscious as young designers to think about the user and their lifestyle can be improved.
- ◆ Students are also taught to become more conscious of the environment and apply sustainable ways of designing and making.
- ◆ To be inspired by the work of others and the environment we live in, in order to come up with innovative design ideas
- ◆ Gain knowledge and understanding of how to use a range of materials for making e.g. fabrics, paper and boards
- ◆ Equipment: learning how to use basic tools in order to cut with precision, sew safely and gain a heightened awareness on health & safety.

DT: Lighting

Utilising and further developing all of the skills students have developed thus far in Design and Technology/Art, this project aims to investigate the aesthetics of interior lamps/lanterns. Students will study a range of structures and architecture, allowing pupils to access and use previous knowledge from the Tiny House project. Students will form an investigation of different design ideas and processes. Students will then utilise this knowledge to develop a range of design ideas, allowing further exploration of the technical drawing skills developed in Year 7. Students will plan and make their lamps using a range of different materials, reviewing and refining throughout the making process. Students will use electronics to power their product, learning about circuits and computer automated systems. As students have developed a strong understanding of the iterative design process, this project will require greater levels of independence.

Students will achieve the processes of iterative design.

Each project ensures that they: Design -> Make -> Evaluate

Technical skills:

1. Freehand sketching
2. Formal elements: Shape and form
3. Understanding shapes and structures
4. How to use a range of materials to form a 3D object

Knowledge and understanding:

- ◆ Understand contextual challenges and how Design and Technology can improve aspects of society. Students become more conscious as young designers to think about the user and their lifestyle can be improved.
- ◆ Students are also taught to become more conscious of the environment and apply sustainable ways of designing and making.
- ◆ To be inspired by the work of others and the environment we live in, in order to come up with innovative design ideas
- ◆ Gain knowledge and understanding of how to use a range of materials for making e.g. fabrics, paper and board
- ◆ Equipment: learning how to use basic tools in order to cut with precision and a heightened awareness on health & safety.

DT (Food Technology): Thinking green, eating well

Students will be introduced to cooking and nutrition through theory and practical work that develops their understanding of how what we consume impacts on our health and the environment. As part of their work with food, pupils will be taught how to cook and apply the principles of nutrition and healthy eating. All recipes will be vegetarian and the variation of different dishes will introduce students to different appliances, cooking methods and seasoning/adapting processes. Instilling a love of cooking in pupils will open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, with this in mind students will cook sweet and savoury dishes from a range of cuisines including soup, pasta, curry and muffins.

Knowledge and understanding:

- ◆ Understand and apply the principles of nutrition and health
- ◆ Cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet
- ◆ Become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes]
- ◆ Understand the source, seasonality and characteristics of a broad range of ingredients.

MUSIC

What is being taught this year:

AUTUMN TERM

Half Term 1

Orchestral instrumentation

This unit will begin with exploring timbre. Students will have hands on practical experience with the four main instrument families; Woodwind, Percussion, Brass and strings.

Students will learn short motifs on recorders, violins, plastic brass (cornets) and percussive instruments.

The unit will culminate in ensemble performances with students forming a mini orchestra in their groups. Students will study the Welsh national orchestra and how the instrumental families combine to form the romantic style grand orchestra.

Half Term 2

Tonality and structure

This unit will involve music theory and the understanding of tonality (through key signature study) and structure through score analysis.

Students will appraise a wealth of musical genres to explore how structure and tonality are integral and universal facets of the art form.

Drawing on previous units, students will have opportunities to re-write melodies in new keys (transposing) which is a fundamental part of being a competent musician.

Students will explore structures such as Verse-chorus form through analysis of contemporary music and arranging skills.

SPRING TERM

Half Term 3

Western Traditional music

This unit will begin with historical context and students knowing periods and dates such as the Baroque, Classical and Romantic eras.

Students will explore the development of instrumentation such as the harpsichord, piano, trumpet and clarinet as well as a wealth of others.

Students will appraise and perform baroque melodies and develop an understanding of ornamentation.

Due to technological developments and the modern-day pianoforte, students will explore how melody and harmony developed as time passed which will enable them to draw on the experience of the previous units.

Stylistic features and Chords I and V will be covered as well as cadences. Accompaniment patterns, block chords, Alberti bass arpeggios will be performed.

Half Term 4

Stage and screen music

Film is an art form that unites us all, and it is the music in these films that really makes them a work of art. This unit builds upon knowledge learnt in previous units by thinking about how music **conveys emotion and action**.

Pupils will study film and its music, and can make detailed evaluations of how the music does its job. They will learn new musical techniques and keywords such as **leitmotifs**.

A brief history of film music will be covered, from the early **silent movies**, to modern **blockbuster films**. Well known films and their composers will be studied, from the traditional soundtracks of **John Williams**, to the contemporary and electronic of **Hans Zimmer**.

Pupils will have opportunities to write and perform their own music to **accompany short films**. They will use their knowledge of musical elements to make informed decisions on appropriate ways of using music to **convey what happens in the film**.

SUMMER TERM

Half Term 5 / Half Term 6

Jazz and blues - Advanced music theory

This unit is last because it involves a deep understanding of the musical elements and how they can be exploited to create a chromatic spectrum of sound.

With origins in the slave trade and cultural connections to the African American community, students will learn not only about the theoretical and performance aspects of Jazz and blues, but the social, historical and cultural contexts of these genres.

Students will explore harmonic devices such as 7ths and 9ths create the unique sounds of jazz and blues.

Students will explore chromatic melodies and improvise using the blues scale.

Structures such as the 12 bar blues will be performed.



Wembley
Multi-Academy
Trust
ACHIEVEMENT FOR ALL



Wembley High Technology College
East Lane
HA3 0ER
www.whtc.co.uk
reception@whtc.co.uk