



Year 8 Curriculum Intent Spring term

<p><u>Mathematics</u></p> <p>Set 1 and 2:</p> <ul style="list-style-type: none">• Simplifying expressions• Substitution• Solving equations• Simultaneous equations• Inequalities• Area and perimeter• Circles• Angle properties• Parallel lines• Transformations• Pythagoras <p>Set 1</p> <ul style="list-style-type: none">• Other graphs• Volume• Bearings <p>Set 2:</p> <ul style="list-style-type: none">• Sequences• Angles in polygons <p>Set 3-5</p> <ul style="list-style-type: none">• Algebraic conventions• Simplifying expressions• Substitution• Solving equations• Straight line graphs• Sequences• Inequalities• Area and perimeter• Circles• Measuring angles• Angle properties• Angle in polygons• Parallel lines• Transformations	<p><u>English</u></p> <ul style="list-style-type: none">• Short Stories• Greek Myths and Legends <p>Story writing</p> <p>Character development</p> <p>Freytag's pyramid</p> <p>Descriptive writing</p> <p>Analysis of inspirational and traditional writers</p> <p>Role play</p> <p><u>Computing</u></p> <p>Python Quiz</p> <p>Content covered, including knowledge and skills:</p> <ul style="list-style-type: none">• Strings & Integers• Concatenation• Sequencing• Variables and lists• Iteration and Selection <p>Students further develop their programming skills using Python. The will be creating an interactive quiz on a topic of their choice such as general knowledge quiz to Music or Sports.</p> <p><u>History</u></p> <p>Why was Jack the Ripper never caught?</p> <ul style="list-style-type: none">• What was life like in the 1800s in Whitechapel?• Jack's victims• Personality of a killer• Why was it difficult to catch Jack?• Did Jack do any good? <p>How does the British government work?</p> <ul style="list-style-type: none">• How does Parliament work• Charles I execution• The Ballow Act of 1872• What were the Liberal reforms• Government after WWII• How has the government changed over time• Brexit	<p><u>Character Development</u></p> <p><u>ATM & SMSC</u></p> <p>Dreams and Goals</p> <ul style="list-style-type: none">• Short, medium and long-term goals• Planning and reviewing goals and priorities• Different types of business and organization• Budgeting• Positive/ negative role of money in society <p>Healthy Me</p> <ul style="list-style-type: none">• Stress triggers• First aid and CPR• Why substances are used• Role of medicines• Nutritional effects on mind/ body <p>Mental health: anxiety and depression</p>
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<p>Science B5a: Photosynthesis. C5a: The effects of burning. P5a: Particles under pressure Spring term assessment</p> <p>B5a: Photosynthesis. C5a: The effects of burning. P5a: Particles under pressure</p> <p>Geography Sustainable Development Goals – Can We Achieve These By 2030? • What is development? • Trade Game • Millennium development goals • Sustainable development goals • Are the going to be met using evidence? Where Are The World’s Fantastic Places? • 8 Fantastic Places are learnt about • Human geography • Physical geography • comparisons</p> <p>Technology – Food Theory: • Principles of nutrition; Eat well guide, Dietary needs through life & Diet related health issues, Carbohydrate (starch & sugar) and Protein (Eggs) • Food waste & seasonality • Protein (Meat & Fish), Special dietary needs, Fats, , Carbohydrate (starch & sugar) and Protein (Eggs) Vitamins & Minerals (mostly vitamins Multicultural meals • Science investigation (NEA 1) / Enzymatic browning • Demonstration of meat</p>	<p>PE Boys’ PE: • Sport Ed (FB) - students are placed into groups and provided a role that they will undertake. They will run drills and play Football games to earn points for their team • Fitness - students will understand how to work out safely using varying training methods • Rugby - students will now master their basic and some advanced skills • Basketball - students will practice the basic and advanced skills required for Football</p> <p>Girls’ PE: • Non traditional - students will undertake a variety of sports such as Dodgeball & Benchball • Dance - students will master their ability to create Dance routines and finish pre-set routines to ultimately perform in front of their peers • Sport Ed (Netball) - students are placed into groups and provided a role that they will undertake. They will run drills and play Netball games to earn points for their team • Football - students will practice the basic and advanced skills required for Football • Non traditional - students will undertake a variety of sports such as Handball</p> <p>Drama Arson About: • Exploring play extracts • Styles of theatre- non-naturalistic and naturalistic • Wheeler’s intentions</p> <p>Stabbing at the disco: • Looking at real-life newspaper articles as basis pupils consider knife crimes and their potential cause and the devastating effect • Creating mood and atmosphere • Use of split scene and crosscutting</p>	
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<p>Practical & Skills:</p> <ul style="list-style-type: none">• Principles of food safety & hygiene• Protein (meat dish)• Cake (Creaming method) / cookies• Cake (Whisking method)• Pastry (Rubbing-in method)• Professional knife skills- julienne, baton• Protein (Meat dish)• Carbohydrate & Protein dish• Fats dish• Multicultural meals (NEA 2)• Carbohydrate (starch dish)• Science investigation (NEA 1)/ Demo: enzymatic browning experiment <p><u>Technology – Product Design</u></p> <p>Material properties thermo & thermosetting plastics. Design movements late 20thC. 6R's of sustainability</p> <p>Writing a design spec and analysing design, modelling and evaluating</p> <p>Final Design Working with plastics and thermoforming. with strip heaters and vac forming. Nets on CAD & CAM</p>	<p><u>Music</u></p> <ul style="list-style-type: none">• Take part in group performances with friends• Improvise a solo• Enhance your keyboard skills <p><u>RS</u></p> <p>What is Prejudice and how can this be challenged? Confronting hate and discrimination, examining how humanity can create a happier world.</p> <p>Wealth & Poverty</p> <p><u>Languages</u></p> <p>French:</p> <p>Sports</p> <ul style="list-style-type: none">• Culture: Sports played in France, Famous French sports personalities• Different types of sport. – Using “jouer à” (to play at) and “faire de” (to do)• Giving opinions about sports – Using the comparative• Asking the way and giving directions – Using the imperative• Healthy living - Using “il faut” (you must)• Injuries and illness, conversation with a doctor• Listening and reading skills – Using “il faut” to say “you must”, translating from French into English• Speaking skill - Interviewing a sports person, asking and answering questions in three tenses <p>Where I live</p> <ul style="list-style-type: none">• Culture: Names of countries in French, Francophone cities / landmarks• Describing where you live – Weather / using “pouvoir” (to be able to) + infinitive• Household chores• Daily routine – Using reflexive verbs• Moving house – Using irregular adjectives• Listening and reading skills - Daily routine, reflexive verbs, talking about moving house, using irregular adjectives• Writing skill – Using three tenses in writing, using resources to find and translate nouns into French	
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	<p>Spanish: What shall we do?</p> <ul style="list-style-type: none">• Culture: Hispanic shops – names, products, opening times• Arranging to go out – Using “me gustaría” (I would like) + infinitive• Making excuses – Using “querer” (to want) and “poder” (to be able to)• Getting ready to go out – Using reflexive verbs• Clothes – Using “this / these”• Sporting events – Using three tenses• Writing skill - Describing a fancy dress outfit, using a dictionary <p>My holidays</p> <ul style="list-style-type: none">• Culture: Spanish cities, Hispanic countries• Talking about a past holiday - Using the preterite of “ir” (to go)• Saying what you did on holiday. – Using the preterite of regular “ar” verbs• Describing the last day of your holiday - Using the preterite of regular “er / ir” verbs• Saying what your holiday was like – Using the preterite of “ser”• Speaking skill - giving a presentation about your holiday, making your sentences interesting <p>Art</p> <p>Students will explore their own environment both rural and urban. They will record these using their own photography. They will build upon the printing from year 7 and learn how to create a lino print and a Polyboard print. They will explore creating different backgrounds/grounds to print upon and build up their prints using collage and stitching. This will give them a broader understanding of mixed media. Reflection of their work will be ongoing and they will evaluate work as it is completed.</p>	
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