

CURRICULUM – YEAR 8

Art

Term	Content	Assessment
1&2	Abstract Painting of the sea. Looking at mark-making, colour, and using unusual painting tools. Artists include Howard Hodgkin, Cy Twombly and Gerhard Richter. Part of the unit includes painting music.	Process through the whole project as evidenced in the art journals and outcome.
3&4	Mark-making Clay – thumb pot music makers. Looking at Edmund de Waal, skills include moulding, thumb pots, colour slip painting. Independent art exam based on the theme of mark-making. Independent Research on different artists, using different materials, developing an idea and a final outcome	Process through whole project as evidenced in the art journals and outcome.
5&6	Textiles. Felted landscapes. Using inks to explored landscapes followed by learning how to make felted wall hangings to express the features of the landscape.	Process through whole project as evidenced in the art journals and outcome.

Dance

Term	Content	Assessment
1	Chicago – Musicality: Students learn the meaning of direct correlation and how to apply to this to a set piece of choreography and choreograph own movement using correct musicality.	On-going tasks, homework and end of unit performance in duets: performance and choreography
2	African to Krump: Students are taught fundamentals of weight, rhythm and focus in order to create group pieces that communicate confrontation or celebration.	On-going tasks, homework and end of unit performance assessment: in groups performance,
3	Contrast: Students learn how to choreograph and perform contrasting movement. Looking at the identification of contrast within dance, how to use group devices to show contrast and how to structure a dance.	On-going tasks, homework and end of unit performance in groups: performance, and choreography

4	Merging of Styles: Students explore choreographers that merge a variety of styles including Contemporary, Hip Hop and Indian dance.	On-going tasks, homework and end of unit performance in groups: performance, and choreography
5 & 6	The Argument: Students choreograph duets that communicate and respond to the theme of 'the argument' through devices such as call and response, unison, contrast, contact work and use of focus.	On-going tasks, homework and end of unit performance in duets: performance, choreography and appreciation.

Design & Technology

Term 1-6	Assessment
3 of: Chocolate Box Design and Packaging (Graphics); Working with Metals, Plastics and Mechanisms, Mechanical Toy Project (Product Design); Art Deco Cushion Covers (Textiles); Principles of Healthy Eating, Seasonality and Food Miles, Food Investigation. (Food and Nutrition)	NC numbers are given for skills (Design and Explore, Plan and Make and Evaluate) through each of the 3 project rotations in the year. An overall final NC project number is given at end of each project. There is an end of year exam testing technical knowledge gained across all the subject specialisms.

Drama

Term	Content	Assessment
1	Spontaneous Improvisation: Students learn how to act spontaneously, thinking on their feet, focusing on reactions and listening to others	Devising and Responding
2	Physical theatre : Exploration of various Physical theatre techniques, exploring abstract and movement based work, and studying contemporary practitioners.	Performing and Evaluating
3	Stage Combat: Learning to choreograph your own fight. Students will learn the rules and techniques to create a realistic and safe fight.	Devising and Responding
4	Stage Combat in Performance: Students will create a scene and characters in which to choreograph their stage combat moves.	Performing and Evaluating

5	Exploring Text: Students will explore a published play, looking at interpreting characterisation, motivation, staging and relationships from text	Exploring and Responding
6	Creating a performance from text: Students will create a short performance based on the text they have studied.	Performing and Evaluating

English

Term	Content	Assessment
1	Short stories. Pupils read a range of twentieth- and twenty-first-century short stories and use these as models for their own writing. Authors studied include Kate Chopin, Roald Dahl and Ray Bradbury.	A short story which has been planned, drafted and redrafted independently.
2	Macbeth. Pupils read and analyse the play, exploring themes, characters and motifs.	An extract-based essay question exploring a character across the play.
3	Believe Me! Pupils read and analyse a range of famous speeches. They write their own speeches and participate in class debates.	A speech performed to the class.
4	Animal Farm. Pupils read and analyse the novel, relating it to its context.	An extract-based question on a character, incorporating contextual information.
5	Poetic forms. Pupils read a selection of poems in different forms, exploring how the poet uses the features of the form to create meaning.	Pupils write a poem in their chosen form, explaining their choices.
6	The Village. As a class, pupils create an imaginary village. This becomes the framework for exploring different forms of non-fiction writing.	One piece of extended non-fiction writing, drafted and redrafted.

Geography

Term	Content	Assessment
1	Global Inequalities – Exploring causes and solutions to the global development gap.	Decision Making Exercise

2	Environmental Challenges – How can we manage the world’s resources responsibly?	Newspaper article on BP Oil Disaster 2010
3	The Last Wilderness – A study of Antarctica	Antarctica Project
4	Atmospheric Hazards – How does weather and climate affect our lives?	End of unit test
5&6	Political Geography of UK and EU	Diagnostically marked homework piece

History

Term	Content	Assessment
1	When was Britain fairest? Justice through time.	Sources assessment.
2-3	How far did the power of the monarchs change in the 17th and 18th centuries?	Interpretations assessment: Oliver Cromwell.
4	How should we remember the British Empire?	Factual recall assessment.
5	What was the main reason for the abolition of the slave trade?	Causation assessment: Reasons for abolition.
6	How did minority rights develop in Britain and America?	Project-based assessment.

ICT/Computer Science

Term	Content	Assessment
1	Computer hardware, networks, computing history, binary.	Assessment through classwork and homework.
2	Integrated project focusing on e-safety and applying the skills learned in Year 7 – data handling and presentation skills.	Integrated project .
3&4	Programming using Python3 and Processing.	Written and Practical Test.
5	Integrated project (Promotional power point).	Integrated project .

6	Digital Imaging – Photoshop skills.	Assessment through classwork and homework.
---	-------------------------------------	--

Mathematics

Term	Content	Assessment
1	Factors and Primes, Significant Figures, Algebraic manipulation 1.	Regular tests in class and end of term tests based on previous topics covered. End of Key Stage Test in the Summer term.
2	Algebraic manipulation 2, Angles, Graphs.	
3	Revision and Sequences.	
4	3D shapes, Nets, Surface area and volume, Presentation & Interpretation of data.	
5	Proportional reasoning and Revision.	
6	Exam diagnostics and Maths Factor.	

Modern Foreign Languages

Please look at the page linked here.

Music

Term	Content	Assessment
1	The Planets: Exploring programme music through composing and listening	Each project is assessed via a practical task through which students demonstrate the musical skills and understanding covered in that topic. Project marks also take into account listening activities where students describe and analyse music using musical terminology. Additionally, students may offer one assessed solo
2	Christmas No.1: Working in groups to create an original Christmas hit.	
3	Music and the Moving Image: Exploring the way music is used in film and TV.	

4	Jazz and Blues; Learning features of jazz and developing improvisation	performance (of any piece) during the year.
5	Minimalism: Composing through development of motifs.	
6	Reggae Focus on chords and ensemble performance.	

Latin & Classics

Term	Content	Assessment
1	The family and daily life	Regular vocabulary tests in class. Translation tests based on the language and context covered each term.
2	The city of Pompeii	
3	The ancient forum	
4	The Roman theatre	
5	Slavery and freedmen	
6	Life after death.	

PE

Term	Content	Assessment
1	Application of skills (spatial awareness). Outwitting opponents using netball. More focus on games play, dodging and being an effective team player.	Practical assessment – including skill tests and match play, booklet.
2	Methods of training. Exercising safely and effectively. Fitness testing and methods of training including circuit, continuous and aerobics.	Practical assessment – including fitness test and written self evaluation.
3	Application of Tactics. Volleyball- serving, digging, volleying, hitting and effective games play.	Practical assessment – including skill tests and match play, booklet.

4	Accurate replication of skills – Trampolining. Developing skills and routines and being an effective coach.	Practical assessment – creation of sequence work and evaluation/coaching skills.
5	Performing at maximum levels – athletics. Looking at jumps, sprints, middle distance and throws.	Practical assessment – skills tests and booklet.
6	Striking and fielding games- cricket. Bowling, fielding, batting and wicket keeping. Umpiring and scoring.	Practical assessment – including skill tests and match play, booklet.

Religion, Ethics and Philosophy (REP)

Pupils will have one period per week of REP in both Year 7 and 8, with homework set once a fortnight.

Term	Content	Assessment
1	Religious Experience	In each year, pupils will complete three end of unit tests, and one end of year examination.
2	Science and Religion	
3	Religion, Politics and the Media	
4	Morality and Philosophy	
5 & 6	Beginning studying GCSE content – click here to see this.	

Science

6 units are learnt throughout the year:

		Assessment
Biology 3	Ecology	There is an end of unit test at the end of each topic.
Biology 4	Health and Lifestyle	
Chemistry 3	Reactions	

Chemistry 4	Elements & the Periodic Table	The end of year exam in Year 8 includes all work studies in both Year 7 and Year 8.
Physics 3	Waves & Energy	
Physics 4	Forces and their Effects	

CURRICULUM – KS3 MODERN FOREIGN LANGUAGES

In year 7, students begin learning their first foreign language. This is either French or Spanish depending on the year they enter the school. (This is not a choice, the entire year studies either French or Spanish.)

In year 8, they continue learning this first language, and add the second (again, either French or Spanish.)

In year 9, both languages are again studied, meaning that at the end of Key Stage Three student will have studied both French and Spanish. One of these will have been studied for 2 years, and the other for 3 years.

FRENCH CONTENT OVERVIEW

YEAR 7 FRENCH (OR YEAR 8 IF IT IS THE SECOND LANGUAGE)

Module 1 – C'est parti! – Meeting people and introducing yourself.

Module 2 – Famille et copains – Talking about friends, family, pets and giving physical descriptions.

Module 3 – Chez moi – Talking about where you live, describing your home and what you do there.

Module 4 – On va en ville – Describing your local area and giving and explaining opinions.

Module 5 – Ma journée – Describing your daily routine, talking about school routine and subjects.

Module 6 – On s'amuse – Talking about free time activities (past and future tense), sports, music etc.

YEAR 8 FRENCH (OR YEAR 9 IF IT IS THE SECOND LANGUAGE)

Module 1 – Famille et domicile – Talking about family and describing jobs .

Module 2 – Temps libre -Talking about free time activities using the past tense.

Module 3 – Les sorties – Accepting and rejecting invitations to go out, clothes and shopping .

Module 4 – Manger et boire – Talking about French food and drink, going to the market.

Module 5 – Voyages et vacances – Talking about holidays and the French-speaking world.

Module 6 – Les copains – Talking about friends, technology and using all three tenses.

YEAR 9 FRENCH (IF FRENCH WAS THE FIRST LANGUAGE STUDIED IN YEAR 7)

Module 1	Jours ordinaires, jours de fête	GCSE introduction	Theme 1
Module 2	Un œil sur le monde	GCSE introduction	Theme 2
Module 3	Film module	Les Choristes	Theme 3

SPANISH CONTENT OVERVIEW

YEAR 7 SPANISH (OR YEAR 8 IF IT IS THE SECOND LANGUAGE)

Module 1 – Vamos! – Meeting people and introducing yourself.

Module 2 – En el instituto – Talking about school, school subjects and giving opinions.

Module 3 – Mi familia – Talking about friends, family, pets and giving physical descriptions.

Module 4 – En casa – Talking about where you live, describing your home and what you do there.

Module 5 – El tiempo libre – Talking about free time activities (past and future tense).

Module 6 – En la ciudad – Describing your local area and giving and explaining opinions.

YEAR 8 SPANISH (OR YEAR 9 IF IT IS THE SECOND LANGUAGE)

Module 1 – La gente – Describing friends, talking about celebrities and daily routine .

Module 2 – Vamos a salir? – Accepting and rejecting invitations to go out, clothes and shopping.

Module 3 – Misvacaciones – Talking about holidays using the past tense.

Module 4 – La comida – Talking about Spanish food and drink, going to the market.

Module 5 – De moda – Describing clothes / school uniform and talking about fashion.

Module 6 – Barcelona – A study on Barcelona.

YEAR 9 SPANISH (IF SPANISH WAS THE FIRST LANGUAGE STUDIED IN YEAR 7)

Module 1	Piensa globalmente	GCSE introduction	Theme 1
Module 2	La vida sana	GCSE introduction	Theme 2
Module 3	Film module	Diarios de Motocicleta	Theme 3