



Y8 Summer Term Curriculum Overview

English - Shakespeare

Subject skills: During this year, pupils will have the opportunity to develop the following skills, which are explicitly assessed for English Language and Literature at GCSE, and apply to our curriculum at KS3 (blue text indicates progression from Y7):

AO1- Reading, understanding and responding to wider range of texts. Developing an extended personal response, in both language and literature writing. Using appropriate and relevant textual references, including quotations, to support and illustrate interpretations.

Independently identifying and interpreting explicit and implicit information and ideas and **explaining them fully**. **Accurately selecting** and synthesising evidence from different texts.

AO2- Analysing the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate **and discussing layers of meaning**. Explaining, commenting on and analysing how writers use language and structure to achieve effects, using relevant subject terminology. **Explaining and illustrating how a reader reacts to a text and how authors' choices create different responses**.

AO3 - Showing understanding of the relationship between texts and understanding of how the social, historical and political contexts in which they were written impacts upon them. Comparing writers' ideas and perspectives, **drawing on their own wider reading**, as well as how these are conveyed across two or more texts.

AO4 **Independently evaluating** non-fiction texts critically and supporting this **with selected and appropriate** textual references.

AO5 - Communicating clearly, **both independently and within a group**, effectively and imaginatively, selecting and adapting tone, style and register. **Organising a wider range information and ideas, from a variety of text types and sources**, using structural and grammatical features to support coherence and cohesion.

Subject knowledge:

Texts: *Romeo & Juliet* - Shakespeare

- Elizabethan theatres and their role in society.
- Key aspects of Shakespeare's language and his impact upon modern spoken and written English.
- The patriarchal society of Elizabethan England.
- Contextual information relevant to the play and the time in which it was written.
- Wider Tudor practices, traditions, laws and beliefs.
- How characters, setting and action are developed in a play.
- How modern directors have presented the play and how the play is still relevant to a modern audience.
- How language use can manipulate audience response.
- How to prepare a scene for a performance.
- How to organise their time effectively to produce a portfolio of associated tasks on Elizabethan society and culture.
- Shakespeare's sonnets and other poems by his contemporaries.

AO6- Using a **wider** range of more **ambitious** vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

AO7 - Presenting in a formal setting, **both independently and within a group**.

AO8 - Listening and responding appropriately to spoken language, **asking questions, or building on the points made to further the discussion**.

AO9 - Using spoken standard English appropriately and accurately, **with a greater awareness of audience and purpose**.

Maths

Subject skills:

Geometry - Angles

- Calculate angles in parallel lines.
- Find and prove simple geometric facts.

Geometry - Area of trapezia and circles

- Calculate the area of a trapezium.
- Calculate the area of a circle.
- Calculate the area of compound shapes.

Geometry - Line reflection and symmetry

- Recognise line symmetry.
- Reflect shapes in a given line.
- Standard ruler and compass construction.

Data - The Data Handling Cycle

- Collect data.
- Construct and interpret multiple bar charts.
- Construct and interpret line graphs.
- Understand misleading graphs.
- Calculate the mode.
- Identify outliers.
- Compare distributions using statistical measures.
- Find the mean from a grouped or ungrouped frequency table.

Subject knowledge:

Geometry - Angles

- Geometric notation.
- Know how to identify angles in parallel lines.

Geometry - Area of trapezia and circles

- Formula for the area of a trapezium.
- Formula for the area of a circle.

Geometry - Line reflection and symmetry

- What line symmetry is.

Data - The Data Handling Cycle

- Features of a multiple bar chart.
- Features of a line graph.
- How to calculate the mode of a set of data.
- Know different statistical measures such as mean, mode, median and range.
- Know the difference between grouped and ungrouped data.

Science

Subject skills:

Electricity and magnetism

- Ask questions and develop a line of enquiry based on observations of the real world, alongside prior knowledge and experience.
- Evaluate risks.
- Use appropriate techniques and apparatus during laboratory work, paying attention to health and safety.
- Make predictions using scientific knowledge and understanding.
- Pay attention to concern for precision and repeatability.
- Plan the most appropriate types of scientific enquiries to test predictions, including identifying independent, dependent, and control variables.
- Apply mathematical concepts and calculate results.
- Interpret observations and data, including identifying patterns and using observations, measurements, and data to draw conclusions.
- Magnetic field, magnetic material, north pole, south pole.
- Make and record observations and measurements.

Ecosystems and adaptations

- Apply sampling techniques.
- Interpret observations and data, including identifying patterns and using observations and data to draw conclusions.

Inheritance

- Present observations and data using appropriate methods, including tables and graphs.
- Use models and analogies as a way of understanding things.
- Evaluate the effectiveness of a model.
- Understand that scientific methods and theories develop as earlier explanations are modified to take account of new evidence and ideas, together with the importance of publishing results and peer review.

The Periodic Table

Subject knowledge:

Electricity and magnetism

- Static electricity - Formation and interaction of charged objects, electric fields.
- Defining and measuring current, potential difference and electrical resistance.
- Drawing and interpreting circuit diagrams.
- The difference between conductors and insulators in terms of resistance.
- Change the subject of the resistance equation to calculate values for current and potential difference.
- Current and potential difference in series and parallel circuits.
- Investigating and representing the shape of magnetic fields.
- The Earth's magnetic field.
- Investigating and representing the magnetic field around a current-carrying wire.
- How to change the strength of an electromagnet.
- uses of electromagnets and permanent magnets.
- How a simple motor works.

Ecosystems and adaptations

- The interdependence of organisms in an ecosystem, including food webs and insect-pollinated crops.
- How organisms affect, and are affected by, their environment, including the accumulation of toxic materials.
- The variation between species and between individuals of the same species meaning some organisms compete more successfully.
- 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.

Inheritance

- Differences between species.
- Variation between individuals within a species being continuous or discontinuous, to include measurements and graphical representation of variation.

- Ask questions and develop a line of enquiry based on observations of the real world, alongside prior knowledge and experience.
- Present reasoned explanations, including explaining data in relation to predictions and hypotheses.
- Use appropriate techniques, apparatus, and materials during fieldwork and laboratory work, paying attention to health and safety.
- Make and record observations and measurements using a range of methods for different investigations; and evaluate the reliability of methods and suggest possible improvements.
- Interpret observations and data, including identifying patterns and using observations, measurements and data to draw conclusions.
- Make predictions using scientific knowledge and understanding.
- How patterns in reactions can be predicted with reference to the Periodic Table.
- Present observations and data using appropriate methods, including tables and graphs.

- Heredity as the process by which genetic information is transmitted from one generation to the next.
- A simple model of chromosomes, genes, and DNA and heredity, including the part played by Watson, Crick, Wilkins, and Franklin in the development of the DNA model.
- The variation between species and between individuals of the same species meaning some organisms compete more successfully, which can drive natural selection.
- Changes in the environment which may leave individuals within a species, and some entire species, less well adapted to compete successfully and reproduce, which may in turn lead to extinction.
- The importance of maintaining biodiversity and the use of gene banks to preserve hereditary material.

The Periodic Table

- The meaning of the terms physical and chemical properties.
- The uses and physical and chemical properties of typical metals and non-metals.
- Groups and Periods in the Periodic Table and trends in the properties of elements in Groups or Periods.
- Group 1 elements, their physical properties including their melting and boiling points, and trends in the reactivity of Group 1 elements with water.
- Group 7 elements, their states and colours at room temperature, their physical properties including trends in boiling and melting points, and trends in the reactivity of Group 7 elements with iron.
- Group 0 elements, their physical properties including trends in boiling points, and how the properties of the Group 0 elements make them suitable for their uses.

Art

Subject skills:

- Represent a variety of individual sounds using different types of marks for different sounds.
- Combine marks to create a picture from a piece of music.

Subject knowledge:

- The work of Wassily Kandinsky.
- Understand the term, 'abstraction'.
- The work of artist/illusionist M C Escher.
- Understand the term, 'surrealism'.

<ul style="list-style-type: none"> ● Create a working drawing by responding to music using line, tone, shape and colour. ● Use 2B & 6B pencils to shade the missing sections, tonally matching to Escher's pencil work. Refresh key ideas of graduated shading technique and tonal value. ● Use pastels to create tone. ● Make an observational drawing of a skull, focusing on tonal value. ● Use DTP photo editing software to create a digital 'layer'. ● Use white and greyscale pencils to create a moody 'Tim Burton' inspired moonlit 'cloudscape'. 	<ul style="list-style-type: none"> ● Understand how Tim Burton has used the sky in his artworks. ● Know how to blend colours to darken the tonal values.
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Computing - Databases

<p>Subject skills:</p> <ul style="list-style-type: none"> ● Create a database using Access. ● Create a form to log data. ● Create a database using sqlite3. ● Create a SQL statement. ● Work with a range of tools, materials, equipment, components and processes and show that they understand their characteristics. ● Demonstrate a wide application of computational thinking to their work. ● Understand a range of ways to use ICT safely and responsibly. 	<p>Subject knowledge:</p> <ul style="list-style-type: none"> ● The differences between databases and spreadsheets. ● How databases store information. ● The different data types and how to query it. ● How to input data. ● How to create a report to view data. ● Different types of databases. ● Database design. ● Key terminology (Primary Key, Auto Increment).
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Design Technology - Wooden Desk Tidy

<p>Subject skills:</p> <ul style="list-style-type: none"> ● Design, cut and shape wood. ● Measure and mark accurately. ● Recognise what has been done well and how to improve. ● Able to use tools to assemble, join and combine materials. ● Use a ruler correctly and with accuracy. 	<p>Subject knowledge:</p> <ul style="list-style-type: none"> ● The differences between natural and man-made wood. ● Current successful designs. ● Selecting the correct tools. ● How to use a range of different cutting and sanding tools.
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Food Technology

<p>Subject skills:</p> <ul style="list-style-type: none"> ● Cook a repertoire of savoury dishes so that they are able to feed themselves and others a healthy and varied diet. 	<p>Subject knowledge:</p> <ul style="list-style-type: none"> ● How to work safely and hygienically with food preparing healthy family meals. ● How to use equipment safely. ● How to use some high-risk foods, eg, raw meat, safely.
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- Become competent in a wider range of cooking techniques – using awareness of taste, texture and aroma to decide how to season dishes and combine ingredients.
- Adapt and use their own recipes and present practical work to a high standard.
- Apply the principles of nutrition and health.

- Their own practical skills and how to develop them further.
- The function of ingredients.
- The principles of nutrition and health and how to apply them.
- Understand the source, seasonality and characteristics of a broad range of ingredients.

Geography

Subject skills:

- Use, interpret and complete physical maps.
- Use and interpret atlas maps.
- Use and interpret OS maps.
- Use and interpret ground photos.
- Use and interpret satellite photos.
- Describe landscapes and land use from photos.
- Complete a bar chart.
- Complete a pie chart.
- Use, interpret and complete diagrams.
- Label and annotate graphs.
- Label and annotate diagrams.
- Understand and use numerical data.
- Collect and interpret fieldwork data.
- Use GIS.
- Use written and digital sources.
- Write descriptively and analytically.
- Draw conclusions.
- Evaluate issues.

Subject knowledge

Global Issues

- The harmful effects of plastics on marine wildlife.
- The Great Pacific garbage patch.
- Ways of reducing plastic waste.
- Evidence for climate change.
- The effects of climate change in Bangladesh.
- Responses to climate change.
- Growth of international tourism.
- Benefits and problems of mass tourism.
- Sustainable tourism at Feynan, Ecolodge, Jordan.
- Global wilderness areas.
- The Pantanal wetlands.
- Causes of conflicts in the world.
- Impacts of conflicts on people.
- A case study of Syria.

Work, Rest & Play

- How the types of jobs that people do in the UK have changed over time.
- Four different sectors: primary, secondary, tertiary, quaternary.
- The decline of manufacturing.
- The growth of tourism.
- The submarine communication cable network around the UK.
- Satellite communications.
- Advantages and disadvantages of HS2.
- Work/life balance.
- The use of leisure time in the UK.
- Changes in shopping.
- Sport participation in the UK.

- The globalisation of football.

History - Victorian Britain and the Industrial Revolution

Subject skills:

- Continue to demonstrate secure understanding of the period studied by evaluating the significance of key individuals, events, and social factors.
- Apply chronological thinking independently to identify periods of change and continuity, developing sound and justified theories of causation.
- Independently undertake focused and detailed source analysis.
- Confidently and effectively identify, explain and evaluate primary and secondary source material and interpretations from different mediums.
- Critically analyse chains of causation, identifying periods of continuity.
- Continuously offer informed evaluation of all second order concepts.
- Demonstrate the ability to synthesise information by establishing and explaining connections between historical periods.
- Select, organise, and employ a range of source material to support and inform well-structured written responses.
- Confidently evaluate source material, making inferences and questioning provenance and utility.
- Demonstrate critical thought by questioning a range of interpretations of historical events.

Subject knowledge:

- What was life like in Victorian Britain?
- What was the Industrial Revolution?
- When did the Industrial revolution start?
- Why did Britain grow?
- Domestic industry vs the secondary sector: who wins?
- Who were the Luddites?
- What was the Peterloo Massacre so significant?
- What's with all the Child Labour?
- How important was coal?
- The development of Transport: Was it really that significant?
- Who were the Key Inventors throughout the Victorian era?

Modern Foreign Languages - La Mode/Review and Transition Work

Subject skills:

- Pick out the main points and details in a short passage/text (including longer texts containing predictable information).
- Discuss the ideas which have been spoken in detail.
- Identify, understand and give opinions and justifications.

Subject knowledge:

- Clothes and shopping-themed vocabulary.
- How to express an opinion.
- The history of fashion and French designers.
- How to develop our translation and transcription skills.

- Combine pre-learned language with new elements to communicate new meanings.
- Express ideas, reasons and factual information in more than one time frame (use of present, past and future).
- Use high frequency verb forms with a combination of different question words to produce new questions.
- Use formal and informal modes of address in their answers with increasing confidence.
- Confidently and independently take part in short conversations.
- Infer meaning.
- Pick out the gist and some detail in a variety of text styles and including some different time frames.
- Identify the tense of verbs within a text.
- Write short paragraphs from memory and adapt structures to add new language to express a range of simple, personal ideas and opinions.
- Use more than one time frame- demonstrate knowledge of present, past and near future tenses with regular and irregular key verbs.
- Translate short sentences into French containing language from recent topics.
- Understand familiar written questions and respond to them in detail.
- Begin to use a variety of negative forms.
- Use comparative and superlative forms.
- Begin to use some modal verbs, including in combination with infinitives.
- Use a wider range of adjectives, connectives, modifiers and time phrases and adverbs in their writing to extend ideas.
- Demonstrate knowledge of agreement of articles, colour, gender and number mostly accurately.

Music – Britpop

Subject skills:

- Play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression.

Subject knowledge:

- Understand the origins of Britpop and its place in music within the 1990s.
- Play music on the keyboards following musical notation with growing accuracy.
- Use DR SMITH when listening to and analysing music.

<ul style="list-style-type: none"> ● Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions. ● Identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices. ● Listen with increasing discrimination to a wide range of music from great composers and musicians. ● Develop a deepening understanding of the music that they perform and to which they listen, and its history 	<ul style="list-style-type: none"> ● Use advancing musical language when discussing music.
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PE	
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<p>Subject skills:</p> <p>Athletics</p> <ul style="list-style-type: none"> ● Perform a sprint using ‘spring start’, showing good technique. ● Use pace effectively around an 800m and 1500m track. ● Apply the hurdling technique effectively within a race. ● Perform a 4 x 100m relay using a correct baton change. ● Perform shot, discus and javelin using correct technique. ● Perform Long, Triple and High Jump with appropriate run up. ● Identify strengths and weaknesses in a student’s performance to help them to improve. <p>Rounders</p> <ul style="list-style-type: none"> ● Demonstrate effective tactics of striking and fielding games. ● Vary bowling technique, including height, spin and pace. ● Demonstrate ability to hit the ball into space. ● Field effectively to consider where the ball is thrown which benefits the team. ● Identify strengths and weaknesses of their own and other performances, giving feedback to improve on this. ● Play a 9-a-side game understanding all of the rules. <p>Cricket</p> <ul style="list-style-type: none"> ● Bowl overarm with increasing accuracy and speed. ● Batting - set shots, attacking and defensive play. 	<p>Subject knowledge</p> <p>Athletics</p> <ul style="list-style-type: none"> ● Understand all safety requirements. <p>Rounders</p> <ul style="list-style-type: none"> ● Explain effective tactics of striking and fielding games. ● Know how to score a game. <p>Cricket</p> <ul style="list-style-type: none"> ● Understand fielding positions and rules in diamond and inter-cricket. ● Know how to score a match. ● Explain effective tactics of striking and fielding in games. <p>Tennis</p> <ul style="list-style-type: none"> ● How to score and umpire a game.
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<ul style="list-style-type: none"> ● Throw and catch accurately in a range of different fielding positions. ● Diamond and inter cricket understanding the rules. <p>Tennis</p> <ul style="list-style-type: none"> ● Serve correctly using overarm technique. ● Demonstrate an overarm serve with control, accuracy and power. ● Play a volley when required. ● Use shots that outwit your opponent. ● Play in singles and doubles matches, using the correct scoring system. ● Identify strengths and weaknesses of their own and other performances, giving feedback to improve on this. 	
<p>PSHE</p>	
<p>Subject skills:</p> <ul style="list-style-type: none"> ● Explore which people in society have the most influence when making and changing laws in the UK. ● Explain the meaning of the new terminology and use these phrases in the correct context. ● Describe how friends can support each other effectively. ● Recognise the qualities and behaviours you should expect in a wide variety of positive relationships. ● Identify when others are using manipulation, persuasion or coercion and how to respond. 	<p>Subject Knowledge:</p> <ul style="list-style-type: none"> ● The Rule of Law. ● Know what 'Hate Crime' is. ● Different examples of 'Hate Crime'. ● How to form and maintain positive relationships. ● Characteristics of healthy and unhealthy relationships. ● Understanding romantic attraction. ● Intimate relationships and physical attraction. ● Positive aspects of having a boyfriend / girlfriend. ● Feelings about sexuality. ● Pornography. ● Risks associated with alcohol. ● Sex, contraception and STDs.
<p>RE</p>	
<p>Subject skills:</p> <p>Non-Religious: What difference does it make to be non-religious in Britain today?</p> <ul style="list-style-type: none"> ● Explain what is meant by the terms 'atheist' and 'agnostic', and give reasons for the range of views that can be covered by these terms (e.g. SBNR, 'nones', Humanists). ● Explain what sources of authority non-religious people might use and why, to decide how to live. 	<p>Subject knowledge:</p> <p>Non-Religious: What difference does it make to be non-religious in Britain today?</p> <ul style="list-style-type: none"> ● The varieties of names non-religious people adopt. ● The values that are important to non-religious people around the world. ● Explanations for diversity among non-religious people in the UK and beyond.

- Give reasons and examples to explain how and why non-religious people put their beliefs into action in different ways.
- Show how Humanist beliefs/principles guide some non-religious people in making moral decisions.
- Offer an account of the significant and impact of non-religious beliefs in the changing religious landscape of the UK.
- Evaluate how far the non-religious beliefs and practices studied help students to make sense of the world, offering reasons and justifications for their responses.

Thematic: How far does it make a difference if you believe in life after death?

- Explain the key beliefs about life after death in at least two traditions.
- Explain how and why Christians interpret biblical sources about life after death differently (Protestant / Catholic).
- Show how religious and non-religious beliefs about life after death affect the way people live, including how death is marked.
- Give reasons and examples to explain why people have different views on the idea of life after death.
- Offer a coherent account of the impact of beliefs about life after death, comparing two views.
- Evaluate how far different ideas about life after death help students to make sense of the world, offering reasons and justifications for their responses.

- The 'spiritual but not religious' and the work of Linda Woodhead.
- Non-religious rituals and ceremonies.
- Humanist beliefs.

Thematic: How far does it make a difference if you believe in life after death?

- The reasons people give for belief in life after death.
- How Christian traditions offer different ideas about life after death.
- Muslim ideas about Paradise, akhirah and the Day of Judgment.
- Buddhist teachings on samsara, karma, rebirth and nirvana.
- Sikh ideas of immortality of the soul, reincarnation and Mukti.
- Humanist ideas: this life is all there is.
- The effects of beliefs on the lives of individuals and communities.