



Y8 Spring Term Curriculum Overview



English	
<p>Subject skills:</p> <ul style="list-style-type: none">• Make multiple inferences to show wider critical thinking.• Identify a range of literary and grammatical features used by the writer and explain the purpose of these and the effect on the reader• Identify and explain how structural or presentational choices (CHUBBFISH) support the writer's theme or purpose.• Understand how readers choose and respond to texts.• Understand the different ways in which texts can reflect their social, cultural and historical contexts and/or the literary traditions in which they were written.• Select quotations to match points with increasing precision showing an increasing ability to draw on other sources to develop an argument.• Write confidently for a clear purpose and have a strong awareness of the audience.• Organise writing in a suitable format and make appropriate and deliberate and sometimes ambitious choices about presentation to convey ideas clearly.• Use a range of appropriate and well-chosen cohesive devices within and across sentences and paragraphs.• Consciously control the level of formality in writing.• Choose vocabulary which is appropriate to purpose and audience• Use a wide range of sentence types/ structures.	<p>Texts:</p> <p>Travel Writing - extracts from a range of fiction and non-fiction texts including <i>Round Ireland with a Fridge</i>, <i>Notes from a Small Island</i>, <i>Heart of Darkness</i> and <i>Pole to Pole</i></p> <p>Shakespeare - extracts from play with a focus on Romeo and Juliet</p> <p>Subject knowledge:</p> <ul style="list-style-type: none">• What travel writing is and its purpose.• The different forms of travel writing and their features.• How to compare different forms of writing using PEE.• How to analyse a text critically using language and layout devices.• Who William Shakespeare was and learn key facts about his life.• The context surrounding Shakespeare's life.• The main forms of entertainment within the Elizabethan period and their importance.• The history, features and importance of the Globe theatre.• The 3 main categories of Shakespeare's plays and their features.• How to decipher the language used by Shakespeare.• The key features of a sonnet.• The story of Romeo and Juliet.
Maths	
<p>Subject skills:</p> <p>Algebra: Brackets, equations and inequalities</p>	<p>Subject knowledge:</p> <p>Algebra: Brackets, equations and inequalities</p>

- Identify variables and express relationships between variables algebraically.
- Begin to model situations mathematically and express the results using a range of formal mathematical representations.
- Substitute numerical values into formulae and expressions, including scientific formulae.
- Understand and use the concepts and vocabulary of expressions, equations, inequalities, terms and factors.
- Simplify and manipulate algebraic expressions by collecting like terms, multiplying a single term over a bracket, taking out common factors and expanding products of two or more binomials.
- Understand and use standard mathematical formulae.
- Use algebraic methods to solve linear equations in one variable.

Algebra: Sequences

- Generate terms of a sequence from either a term-to-term or a position-to-term rule.
- Recognise arithmetic sequences and find the n th term.
- Recognise geometric sequences and appreciate other sequences that arise.

Algebra: Indices

- Use and interpret algebraic notation.
- Use language and properties precisely to analyse algebraic expressions.
- Begin to model situations mathematically and express the results using a range of formal mathematical representations.
- Substitute values in expressions, rearrange and simplify expressions and solve equations.

- To know what variables are.
- To know strategies to express relationships between variables algebraically.
- To know strategies to model situations mathematically.
- To know strategies to substitute values into formulae.
- To know the vocabulary of expressions, equations, inequalities, terms and factors.
- To know strategies to manipulate algebraic expressions.
- To know strategies to use standard mathematical formulae.
- To know strategies to solve linear equations in one variable.

Algebra: Sequences

- To know strategies to generate terms of a sequence.
- To know when sequences are arithmetic.
- To know strategies to find the n th term of a sequence.

Algebra: Indices

- To know algebraic notation.
- To know strategies to interpret algebraic notation.
- To know strategies to model situations mathematically.
- To know strategies to substitute values in expressions, rearrange and simplify expressions and solve equations.

Science

Subject skills:

Elements, atoms, and compounds

- Working scientifically - Ask questions and develop a line of enquiry based on observations of the real world, alongside prior knowledge and experience.

Subject knowledge: (National Curriculum links)

Elements, atoms, and compounds

- Differences between atoms, elements and compounds.
- Chemical symbols and formulae for elements and compounds

- Present reasoned explanations, including explaining data in relation to protections and hypotheses.
- Use appropriate techniques, apparatus and materials during fieldwork and laboratory work paying attention to health and safety.
- Present observations and data using appropriate methods, including tables and graphs.
- Understand and use SI units and IUPAC (International Union of pure and applied chemistry) chemical nomenclature

Waves and light

- Make predictions using scientific knowledge and understanding
- Pay attention to objectivity and concern for accuracy and precision.
- Evaluate the reliability of methods and suggest possible improvements.
- Identify independent and dependent variables.
- Interpret observations and data, including identifying patterns and using observations, measurements and data to draw conclusions.
- Make and use observations to draw conclusions.
- Ask questions and develop a line of inquiry based on observations of the real world, alongside prior knowledge and experience.
- Use appropriate apparatus and materials during laboratory work.
- Present observations and data using appropriate methods, including tables and graphs.

Reactions

- Ask questions and develop a line of enquiry based on observations of the real world, alongside prior knowledge and experience.
- Interpret observations and data, including identifying patterns and using observations, measurements, and data to draw conclusions.

Waves and light

- Waves on water as undulations which travel through water with transverse motion; these waves can be reflected, add or cancel- superposition.
- Light waves travelling through vacuum; Speed of light.
- The transmission of light through materials: absorption, reflection at a surface.
- The light year as a unit of astronomical distance.
- Diffuse scattering and specular reflection at a surface.
- Use of ray model to explain the refraction of light and action of convex lens in focusing (qualitative).
- Use of ray model to explain the (pinhole) camera and the human eye.
- Light transferring energy from source to absorber, leading to chemical and electrical effects; photosensitive material in the retina and in cameras.
- Colours and the different frequencies of light, white light and prisms (qualitative only); differential colour effects and absorption and diffuse reflection.

Reactions

- Chemical reactions as the rearrangement of atoms.
- What catalysts do.
- The difference between chemical and physical changes.
- Representing chemical reactions using formulae and using equations.
- Combustion, thermal decomposition, oxidation, and displacement reactions.
- Conservation of mass, changes of state, and chemical reactions.
- Exothermic and endothermic chemical reactions (qualitative).

Acids and alkalis

- Defining acids and alkalis in terms of neutralisation reactions.
- The pH scale for measuring acidity/ alkalinity; and indicators.
- Reactions of acids with metals to produce a salt plus hydrogen.
- Reactions of acids with alkalis to produce a salt plus water.

- Use appropriate techniques, apparatus and materials during fieldwork and laboratory work, paying attention to health and safety.
- Understand and use SI units and IUPAC (International Union of pure and applied chemistry) chemical nomenclature.
- Make predictions using scientific knowledge and understanding
- Present observations and data using appropriate methods, including tables and graphs.
- Use and derive simple equations and carry out appropriate calculations.
- Make and record observations and measurements using a range of methods for different investigations.
- Present reasoned explanations.

Acids and alkalis

- Evaluate risks.
- Interpret observations and data, including identifying patterns and using observations, measurements and data to draw conclusions.
- Select, plan and carry out the most appropriate types of scientific inquiries to test predictions, including identifying independent, dependent, and control variables.
- Make and record observations and measurements using a range of methods for different investigations.
- Make predictions using scientific knowledge and understanding.
- Use appropriate techniques, apparatus and materials during fieldwork and laboratory work, paying attention to health and safety.
- Present reasoned explanations, including explaining data in relation to predictions and hypotheses.

Art – Contemporary Influential Artists

Subject skills:

- Complete perspective line drawing using multiple vanishing points.
- Create futuristic or historical perspective cityscape using multiple vanishing points.

Subject knowledge:

- Introduction to expressionism and art as social commentary.
- The artwork of influential historical and contemporary artists - Banksy, Damien Hirst, Njideka Akunyili Crosby, Ai Weiwei, Yoshitomo Nara.

<ul style="list-style-type: none"> ● Use fine liner to complete accurate line drawing. ● Evaluate my own work, visually adapting and refining work to improve it. ● Recognise characteristics of different artists' work and art movements. ● Review, refine and modify work independently. ● Use the key features of artists' work and art movements to inspire my own work. 	<ul style="list-style-type: none"> ● Become familiar with the work of Jackson Pollock, Willem de Kooning, Clyfford Still. ● Become familiar with the work of Salvador Dali, Max Ernst, Rene Magritte (surrealism). ● Art from other cultures: Aboriginal art, Islamic art. ● How to create a tile mosaic. ● Create expressionist artwork: drawing, painting, sculpture, print.
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Computing

<p>Subject skills:</p> <ul style="list-style-type: none"> ● Create a python program. ● Use indenting to control their code. ● Comment on their work to make sure it is understandable. ● Create variables and lists. ● Create, add to, use, and, query a list. ● Use a conditional statement to compare answers. ● Store information in variables. ● Incorporate 'for' and 'while' loops. ● Create functions and pass variables. ● Use Functions and subroutines in Python. ● Use arguments with functions in Python. ● Understand how functions can make code shorter. 	<p>Subject knowledge:</p> <ul style="list-style-type: none"> ● Text-based programming. ● Python syntax. ● Python commenting. ● Python good practice. ● Python functions. ● Know when to use a variable.
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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, e.g., 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:

The People of the UK

- Use and interpret line charts.
- Make predictions and identify trends in numerical data, including percentage increase.
- Collect and interpret fieldwork data.
- Use, interpret and compare choropleth maps.
- Complete pie charts and double bar charts.
- Draw conclusions.
- Identify questions.
- Use and interpret aerial and ground photos.
- Describe land use from photos.
- Use, interpret and complete divided bar charts.
- Use and interpret atlas and OS maps.
- Draw sketch maps.
- Use, interpret and complete population pyramids.
- Understand and use numerical data including percentage.

Challenges and Opportunities in the UK

- Use, interpret and complete diagrams.
- Use, interpret and complete line charts.
- Use and understand numerical data.
- Complete pie charts.
- Use, interpret and compare choropleth maps.
- Use and interpret OS maps.
- Understand and use numerical data.
- Use and interpret ground photos.

Subject knowledge:

The People of the UK

- The UK's diverse population.
- How the UK's diversity is celebrated.
- The change in the UK's ethnic mix over time.
- Differences in ethnic diversity in Birmingham.
- The 1841 and 2011 censuses.
- Understand why population data is collected.
- The UK's ageing population.
- International migration to the UK.
- Reasons people move to the UK.
- Internal migration in the UK.
- The growth of Leicester.
- The characteristics of different parts of Leicester.
- Characteristics and types of rural settlements.

Challenges and Opportunities in the UK

- The poverty cycle.
- Why some people need to use food banks.
- What is being done to reduce homelessness in the UK.
- How much water is used in the home?
- The UK water stress in the summer of 2018.
- Different views of building new water reservoirs.
- Household waste.
- How an aluminium can is recycled.
- How the UK is trying to reduce waste.
- The causes and impacts of air pollution.

- Use and interpret diagrams.
- Use and interpret bar charts.
- Collect and interpret fieldwork data.
- Use and interpret political maps.
- Use, interpret and complete line charts.
- Understand and use numerical data including percentage increase.
- Collect and interpret fieldwork data.
- Identify trends using numerical data.
- Use GIS.
- Draw conclusions.

- How the UK is trying to reduce car use.
- Energy production and consumption.
- Renewable and non-renewable energy sources.
- The impact of using coal to create electricity.
- Different opinions on wind power.

History – British Empire & Atlantic Slave Trade

Subject Skills:

- Demonstrate secure understanding of the period studied by evaluating the significance of key individuals, events, and social factors.
- Demonstrate and apply chronological thinking.
- Identify, and evaluate the significance of, factors which have influenced key historical events.
- Discuss the roles undertaken by a range of individuals in society considering change and continuity across a range of periods.
- Secure the ability to undertake focused and detailed source analysis.
- Explain clearly chains of causation, identifying periods of continuity.
- Offer informed evaluation of the significance of effect and consequence.
- Demonstrate the ability to synthesise information by establishing and explaining connections between historical periods.
- Select, organise, and employ a range of material to support and inform well-structured written responses.
- Confidently evaluate source material, making inferences and questioning provenance and utility.

Subject Knowledge:

- British Colonies and territories.
- The British Empire's beginnings.
- The political map of the British Empire - change and continuity.
- The impact of the British Empire: At home and away.
- Queen Elizabeth: The Caribbean to North America to India.
- The Atlantic Slave Trade.
- The middle passage.
- The Opium Wars.
- The Australian Front Wars.
- The Anglo-Zulu War.

- Demonstrate critical thought by questioning a range of interpretations of historical events.

Modern Foreign Languages – École et le futur

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.
- 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 formal and informal modes of address in their answers with increasing confidence.
- Confidently and independently take part in short conversations.
- Give more detailed opinions and justify them.
- Demonstrate a strong understanding of phonic sounds by reading phrases and short texts aloud.
- Pick out the gist and some detail in a variety of text styles and including some different time frames.
- Use a dictionary to determine whether verbs are regular or irregular (and may refer to a verb table).
- Write short paragraphs from memory and adapt structures to add new language to express a range of simple, personal ideas and opinion.
- 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.
- 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.

Subject knowledge:

- French history and the Revolution.
- Conjugations of familiar verbs in the past, present and future tenses.
- The names of school subjects.
- School rules.
- School facilities.
- How to give opinions and reasons.
- Language careers and the importance of language learning.
- Easter-themed vocabulary.

<ul style="list-style-type: none"> ● Demonstrate knowledge of agreement of articles, colour, gender and number mostly accurately. 	
Music – The Beatles	
<p>Subject skills:</p> <ul style="list-style-type: none"> ● Explore the instrumentation and stylistic features of Music from the Beatles. ● Play and perform confidently. ● Listen with concentration and understanding to a range of high-quality live and recorded music. ● Peer and self-assessment. ● Explore folk music 	<p>Subject knowledge:</p> <ul style="list-style-type: none"> ● Recognise and identify music from the Beatles ● Learn and perform music from the Beatles ● Compose harmonies ● read and understand Music notation ● Listen to a range of music from the Beatles ● Understand the History of the Beatles and the social impact of the group and music. ● Peer and self-assess effectively.
PE	
<p>Subject skills:</p> <p>Contact/Transition Rugby</p> <ul style="list-style-type: none"> ● Pass the ball correctly with increasing accuracy and consistency in a game. ● Demonstrate a tackle in a game situation with some success. ● Demonstrate that they can evade an opponent with some success. ● Play a game abiding by the rules. ● Identify strengths and weaknesses in player’s performance. <p>Basketball</p> <ul style="list-style-type: none"> ● Dribble the ball at speed with increasing accuracy. ● Pass and receive the ball on the move. ● Perform a lay-up shot. ● Shoot from a range of different positions. ● Play a small sided game. ● Umpire a game. ● Identify strengths and weaknesses in a player’s performance. <p>Dance</p> <ul style="list-style-type: none"> ● Perform a dance warm up. ● Complete a short dance performance. ● Create their own dance performance. ● Show a range of dance skills in a performance - levels, canon/unison of increasing difficulty. ● Evaluate others’ dance performances. 	<p>Subject knowledge</p> <p>Contact/Transition Rugby</p> <ul style="list-style-type: none"> ● Know when and how to pass the ball in tag rugby. ● Understand which direction you need to run to score a try. ● Understand the rules of a small sided game and how to play. ● Know how to work in attacking and defending situations. <p>Basketball</p> <ul style="list-style-type: none"> ● Know how to attack and defend in a game situation. ● Understand the rules of a small sided game and how to play. <p>Dance</p> <ul style="list-style-type: none"> ● Know how to interpret a piece of music into a dance. ● Understand how to evaluate others’ performances. <p>Badminton</p> <ul style="list-style-type: none"> ● perform a range of badminton skills accurately including serve ● develop a skill practise for a small group to perform ● play a doubles and singles game understanding rules and how to score a point

<p>Badminton</p> <ul style="list-style-type: none"> ● Perform a drop shot and over-head clear. ● Perform a range of different shots with increasing accuracy. ● Hold a rally with a partner. ● Perform a serve with increasing accuracy. ● Play a game of singles and doubles. 	
<p>PSHE</p>	
<p>Subject skills:</p> <ul style="list-style-type: none"> ● Developing ambition in all aspects of life. ● Identify areas where they may need to expand skills. ● Further develop the communication skills of active listening, negotiation, offering and receiving constructive feedback. ● Form own opinions about moral issues surrounding money. ● Explain why it's important to keep track of spending. ● Reflect on the effect money can have on emotional and mental health. ● Recognise that decisions about my health depend on having access to accurate information. ● Summarise some key things I can do to sustain my health and happiness in the face of stress. ● Accept helpful feedback or reject unhelpful criticism. ● Recognise signs of mental wellbeing concerns. 	<p>Dreams and Goals – pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> ● Positive and negative roles of money. ● Online safety. ● Money and earnings. ● The price of life. ● Dangers of gambling. <p>Healthy Me - pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> ● Links between dental health and physical and emotional health ● Reducing stress. ● Substance misuse. ● Substance misuse and exploitation. ● Differing views about the role of medicine. ● Managing stressful situations.
<p>RE</p>	
<p>Subject skills:</p> <p>Why don't Hindus want to be reincarnated and what do they do about it?</p> <ul style="list-style-type: none"> ● Describe the Mahabharata story of the main in the well and explain what the different parts of the story represent in Hindu tradition. ● Explain how the story represents a Hindu worldview and give some reasons why Hindus don't want to be reincarnated. ● Offer some ideas about how far the story connects to your life. ● Explain why Hindus can choose different paths. ● Identify different types of sacred text in Hindu tradition, naming at least two key texts. ● Evaluate how far the ideas of Hindu tradition studied help you to make sense of the world and your own experience. 	<p>Subject knowledge:</p> <p>Why don't Hindus want to be reincarnated and what do they do about it?</p> <ul style="list-style-type: none"> ● The terms atman, Brahman, karma, samsara, moksha and how they connect in a Hindu worldview. ● Why Hindus don't want to be stuck in samsara. ● Hindu paths towards liberation from samsara. ● The four Hindu aims of life. ● How Hindu teenagers respond differently to these goals of life. ● How Hindu beliefs and teachings guide them in making moral decisions. <p>What do Christians do when life gets hard?</p> <ul style="list-style-type: none"> ● Examples of evils and types of suffering.

What do Christians do when life gets hard?

- Suggest meanings of biblical concepts and texts to do with wisdom, suffering, evil and the meaning of life, explaining their ideas with reasons and evidence.
- Give reasons and examples to explain the range of ways Christians respond to and are influenced by Bible texts about meaning in life, suffering and wisdom, and the key concepts studied.
- Respond to the challenges of biblical ideas and teachings in the world today and in their own lives, offering reasons and justifications for their responses.

- The ancient biblical book of Job, how it responds to the existence of suffering and how someone should respond to it.
- The different ways Christians respond to the challenge of evil and suffering.
- Different perspectives about what to do when life gets hard, including a Christian and an atheist response.